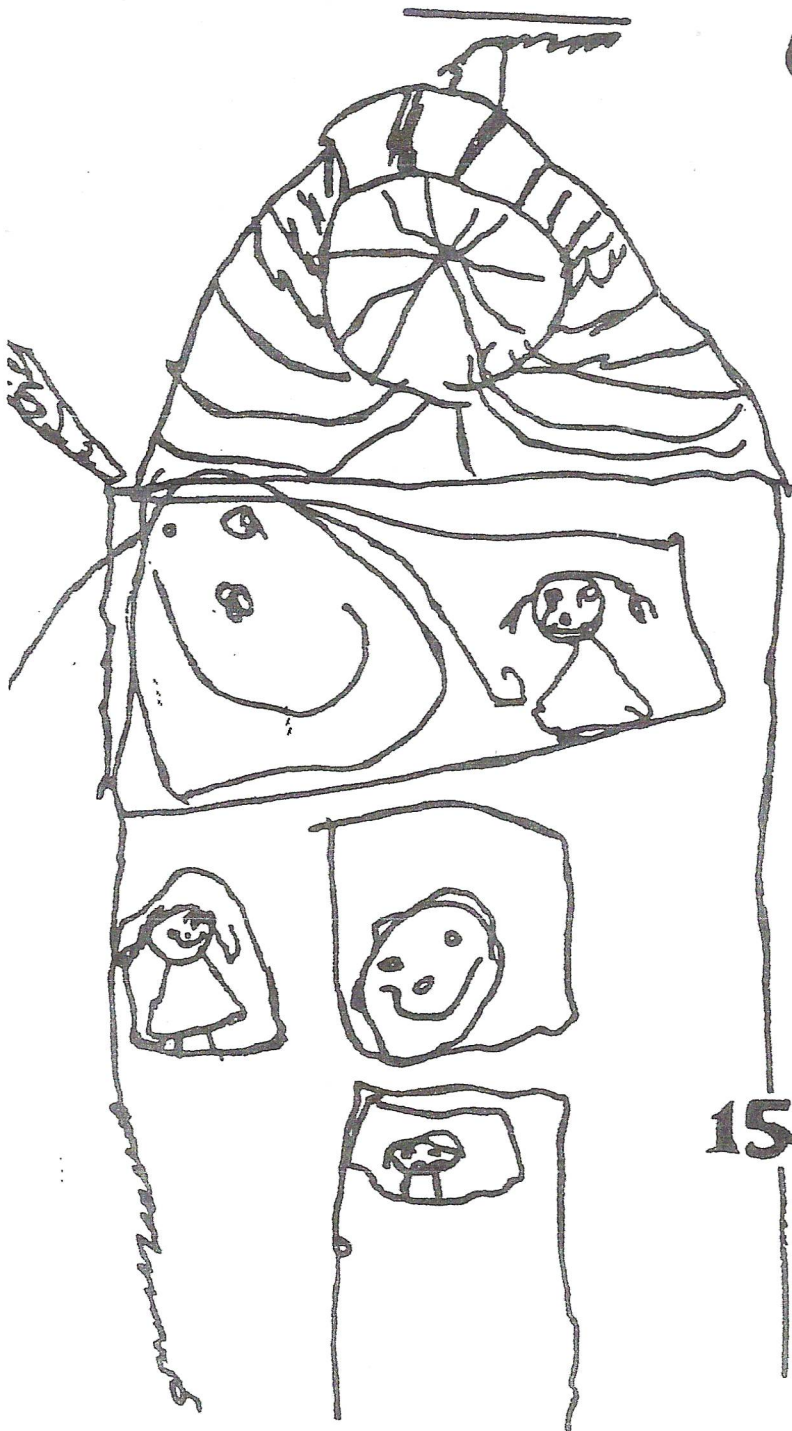


Parent Handbook

Calvin Hill
Daycare
Center
and
Kitty
Lustman
Findling
Kinder-
garten

150 Highland St.
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2026-2027

Table of Contents

Mission, Values, Goals, Vision	3	Emergency Response Plan	50
Background, Responsibility and Governance	4	Evacuation Maps	54
Non-Discrimination Policy	4	Food and Nutrition	56
Educational Program Plan	5	Birthday Celebrations	57
Confidentiality	6	Nap Time, Sleep, and Rest	58
Observation, Professional Training & Research	6	Handwashing	59
Professional Staff	7	Exposure to Blood	60
Professional Staff & Classroom Structure	8	Health Policies	61
Teacher Qualifications & Training	8	• Annual Flu Vaccination	61
Program Wide Professional Development Plan	9	• Illness and Exclusion Policy	63
Arrival and Dismissal	12	• Seasonal and Environmental Allergies	64
Special Circumstances for Picking Up Children	13	• Illness Report Form	65
Building Security	14	• Head Lice Policy	66
U.S Immigration and Customs Enforcement (ICE)	14	• Masks	67
Classroom Structure	15	• Monitoring of Diabetes Policy	68
Summer Program	15	• Sunscreen and Insect Repellent	69
Communication	16	• Medication Administration Policy	70
Supervision, Walks, Trips	18	• Medication Administration Form	71
Parent Participation	21	• Medical Emergency Procedures	72
Annual Giving	23	• Injury Report Form	73
Annual Program Evaluation	24	Fees and Finances, Budget, and Costs	74
Classroom Schedules	25	Tuition Contract	75
What to Bring to School	25	Tuition Schedule	77
Threes Program	26	Enrollment and Termination	79
Preschool Program	31	Guidance and Discipline Policy	80
Kindergarten Program	36	Child Abuse and Neglect Prevention Policy	82
Transition Plans	41	NAEYC Code of Ethical Conduct	85
Child Assessment Plan	42	Calvin Hill Calendar	86
• Conferences	43	Calendar of Events	87
• Support for Children Learning English	43	Parent Work Days	88
• Developmental and Behavioral Concerns	43	Board of Directors	89
Individualized Positive Behavior Support Plan	44		
Behavior/Incident Report Form			
Specialized Consultants	47		
Complaint Procedure & Administrative Oversight	49		

Program Principles

Mission

Calvin Hill Day Care Center, Incorporated and its Kitty Lustman-Findling Kindergarten is a private non-profit educational preschool and kindergarten program whose aim is to serve as a support for families, working in partnership with parents to help meet the emotional, social, physical, language, literacy, and intellectual needs of their children. The Center values the diversity of culture, language, goals, and values of its families and is made richer by the inclusion of our families' many backgrounds and strengths. The Center strives to establish and maintain strong relationships between teachers and families as well as to provide opportunities for growth and development in a stimulating, nurturing learning community for adults and children.

Values

At Calvin Hill, we want everyone to feel a sense of belonging in our school community. We establish trusting relationships so children, families, and teachers can express themselves freely in a safe and supportive environment. We affirm each other's individual and social identities in joyful ways. We explore and celebrate the diversity within our own classrooms, while introducing children to the larger world. We model how to treat one another with respect, kindness, and empathy. We help children recognize and respond to instances of injustice in their classroom and their communities in developmentally appropriate ways.

Goals

1. To provide a safe, beautiful, diverse, nurturing, stimulating environment in which children can grow, explore, and experiment with their world.
2. To help children develop self-confidence, self-control, independence, and a love of learning.
3. To support children's curiosity and individual creativity.
4. To create a community of children and adults who care for and about each other.
5. To work in partnership with parents to sustain the education and development of their children at Calvin Hill and to support parents' and children's transitions from the Center to the next educational environment.
6. To promote the intellectual and professional development of teachers to enable them to understand and enrich children's social, emotional, physical, language and intellectual development.
7. To participate as advocates and partners in community efforts on behalf of children, families, and early childhood professionals, and in the promotion of access to high quality, developmentally informed early care, and education for all children.

Vision

We believe that children learn best when they are actively engaged in their own play and work. Children at Calvin Hill are helped to deal with their own and others' feelings, as well as to become members of the larger community of the Center. The environment was designed to be caring, warm, and responsive. Structure is provided through careful room arrangement, rules, and routines that have a safe and predictable order. In addition, the flexibility of the regular daily schedule – as well as the continuous involvement and support of the teachers – encourages and helps children to make many individual choices.

Carefully planned small group and individual activities in art, cooking and nutrition, music, blocks, dramatic play, woodworking, storytelling, movement, literacy, math, science, health and safety, and technology are the vehicles for providing such experiences. The curriculum is based in part on the Connecticut Preschool Curriculum Framework as well as on the careful observation, assessment, and developmental wisdom of the highly experienced staff. Materials and projects are thoughtfully selected so as to be appropriate to the developmental levels and needs of the children without excessive assistance. Children's individual interests are also encouraged and explored through field trips, art, reading music, movement, cooking, visits to the classroom of adults from the community and other activities. The curriculum is rich in opportunities to explore, create, and learn.

In addition, parents are involved in many aspects of the daily and long-range program. They cooperate to keep us informed of events within the family that may affect children, including cultural practices, holidays, life changes and the like so that the staff can be as understanding, supportive and helpful to children and families as possible. They also serve on the Board of Directors, the Parent Committee and participate in planning events, governance, and annual program evaluation.

Background

Housed in a converted firehouse, the Calvin Hill Day Care Center is a private, non-profit, educational preschool and kindergarten program at Yale University for children of affiliated students, employees, and faculty of Yale University as well as for community families from the greater New Haven area. Named for the former Yale football star, Calvin Hill, who had a special interest in the care and education of young children, the Center was founded in 1970 by Yale undergraduates. The hope of these students was to make available to University families from all economic levels, a quality program for their children. In response to a community need, the parents, Board of Directors, and staff of the Center planned, constructed, and opened the all-day kindergarten on the second floor of the Center in the fall of 1983. Named for early childhood teacher, consultant, founder and long-standing friend of the Center, Kitty Lustman-Findling, the program provides continuity of care in a rich and stimulating environment that supports children in their energetic quest to make knowledge their own. The Center's newest program, the Threes program, opened in 1991.

With the continued help of Yale University in the provision of space, and income from our own considerable fundraising efforts and the Early Start CT program Calvin Hill continues to be able to provide day care at a reduced cost to many families who are unable to afford the full fee.

Responsibility and Governance

The Calvin Hill Day Care Center and Kitty Lustman-Findling Kindergarten operate together in one building. Tuition is based on a sliding scale. The Center is governed by its Board of Directors made up of current and alumni parents, community members, representatives of the staff and a Yale Undergraduate representative.

Calvin Hill and its Kitty Lustman-Findling Kindergarten operate under the guidance of a full-time Director who holds a joint appointment at the Yale Child Study Center and professional, experienced teachers. Students at Yale and other area colleges participate in the program under the supervision of the staff. The Center provides a training and research site for many undergraduates and graduate students. In addition, Calvin Hill is fortunate to have funded fellowships to train recent college graduates in child development and early childhood education.

Non-Discrimination Policy

Calvin Hill and the Kitty Lustman-Findling Kindergarten are model early childhood educational programs. The Center is an inclusive community and no applicant for admission or employment, enrolled family, or staff member will be discriminated against on the basis of race, color, sex, ethnic or national origin, language, religion or religious creed, age, sexual orientation, gender identity or expression, marital status, veteran status, national origin, ancestry, genetic information (including family medical history), pregnancy, present or past history of disability or because of any other status protected by federal or Connecticut law. The Center also provides equal employment opportunities to persons who are qualifying patients or primary caregivers regarding the palliative use of marijuana off premises, and to persons that smoke or use tobacco products outside the course of employment. Additionally, in compliance with the Genetic Information Non-discrimination Act, the Center does not discriminate on the basis of genetic information and provides equal access to health insurance for all eligible employees. Genetic information includes, but is not limited to, any information about an employee's genetic tests, the genetic tests of their family members, their family medical history, and their participation in genetic research.

Teaching staff counter potential bias and discrimination by treating all children with equal respect and consideration, intervening when children tease or reject others, avoiding stereotypes in language references. The staff closely monitor the children's interactions and play and do not allow children to be scapegoated, targeted, teased or otherwise humiliated. Staff never permit children to exclude one another based on race, gender, disability or other like factors and protected classes. It is understood that children must learn the skills of sharing, cooperating, negotiation and empathy in a safe and nurturing environment.

CT Office of Early Childhood Educational Program Plan

Children at Calvin Hill will follow a flexible daily schedule that meets the individual needs of the diverse population of children and families served by our program by following developmentally appropriate practices which include children with cultural, language and developmental differences.

The daily schedule will include indoor and outdoor physical activities which are planned around the children's interests and need. These activities will allow for both fine and gross motor development.

The daily schedule will include opportunity for problem-solving experiences that help to formulate language development and sensory discrimination.

Children will have the opportunity to express their own ideas and feeling through creative experiences in all parts of the program, including:

- ✓ Cultural learning experiences
- ✓ Child initiated and staff-initiated experiences
- ✓ Exploration and discovery
- ✓ Varied choices in materials and equipment
- ✓ Individual and small group activities
- ✓ Rest, sleep or quiet activity
- ✓ Nutritious meals and snacks
- ✓ Toileting and clean up
- ✓ Outdoor physical activities

Children do **not** have access to cell phones, laptops, computers, and other screen devices that are capable of playing video games. Calvin Hill does **not** allow children use technology devices themselves, as we believe children need many immediate, hands on and real experiences with materials at school rather than virtual experiences mediated through a screen at this stage of development. Program staff restrict exposure to technology devices for preschoolers and kindergarteners, with the exception of some physical or educational activities, such as playing music for dance parties, taking photographs, or looking up information related to the curriculum. This minimal exposure to screens is intentional and never comes close to approaching the 60 minutes a day allowed in a full day program by the CT Office of Early Childhood.

CT Office of Early Childhood Required Components for Daily Program

- The use of indoor and outdoor physical environments based on children's interest, individual needs & learning to be addressed
- Flexible schedule
- Learning experiences relevant to the children's lives and cultural context
- A balance of child-initiated and staff-initiated activities
- Exploration and discovery
- Varied choices for children in materials and equipment that promote skills and support active engagement
- Rest, sleep or quiet activity
- Nutritious snacks and meals
- Toileting and clean up
- Individual and small group activities
- Moderate and vigorous physical outdoor activities for children 3 years and older, unless the child has a disability or developmental delay
- Developmentally appropriate practice

Confidentiality

All staff members of the Center respect and ensure privacy regarding history, records, and discussions about the children, parents, and students served. All staff sign a document confirming they have read and agree to the Center's Confidentiality Policy. The Center and its staff understand and maintain an extremely high level of confidentiality, respecting families' rights to privacy and avoiding intruding on family life.

Children's information, including health and safety information, is kept confidential and is immediately available upon request to administrators, teaching staff, and consultants who have consent from a parent or legal guardian to access the records, the child's parents or legal guardians, and regulatory authorities. Written consent by a parent or legal guardian is required for children's information to be disclosed to any individuals beyond those listed above except in cases of abuse, neglect or a threat to the child's welfare and safety.

Children's confidential health, assessment, and financial records are kept in the main office, which is locked when not attended. Children's individual classroom folders are kept in each classroom office in a locked file.

Public Privacy Policy

Calvin Hill has a Public Privacy Policy regarding Social Security numbers, as we seriously regard it our responsibility to protect the privacy and confidentiality of individuals who share their Social Security numbers with us. The Policy is on file in the office.

Observation, Professional Training, and Research

Because of our affiliation with Yale University, the Center provides a teaching and observation experience for Yale undergraduate and graduate students and fellows in training at the Yale Child Study Center. We also serve as a training site for Southern Connecticut, Albertus Magnus, and other area colleges, as well as for some high school students.

Visitors and workstudy students must follow our illness and exclusion policies.

Calvin Hill is fortunate to have up to three funded Fellowships in Child Development and Early Child Education each year. These Fellowships are filled by recent college graduates who join a Calvin Hill classroom as full-time assistants. They also take courses at the Yale Child Study Center and have a mentor (a highly experienced teacher) at Calvin Hill.

Carla Horwitz teaches undergraduate courses at the Child Study Center and throughout the year there will be students working with the professional staff, supervised by the teachers and director. Although their training is important, the commitment of Calvin Hill Day Care Center and the Kitty Lustman-Findling Kindergarten is first and foremost to you and your children. Photos of the college students are posted in each classroom.

The Center is very careful about serving as a site for research. All research proposed is carefully reviewed by the Director and any study must be approved the Board. Families are always free not to participate.

Professional Staff

Director: Susan Taddei. Ed.M. Early Childhood Curriculum and Instruction. BA Psychology and Education. CT Standard Director's Credential. State Certification in Early Childhood and Elementary Education. 26 years relevant experience. 21st year at Calvin Hill.

Director Emerita: Carla M. Horwitz. Ed.D Educational Leadership, MS Urban Education, BA. Diploma in Child Development. CT Professional Director's Credential. State Certification in Early Childhood and Elementary Education. 57 years relevant experience. 51st year at Calvin Hill.

Administrative Associate: Randi K. Alpert. BS Early Childhood Education. 39 years relevant experience. 29th year at Calvin Hill.

THREES PROGRAM

Head Teacher: Nancy Pasacreta. BS Psychology (21 credits in Early Childhood Education). 33 years relevant experience. 21st year at Calvin Hill.

Teacher: Helen Riviere. MS Urban Education. BS Early Childhood Education, State Certification in Early Childhood and Elementary Education. 47 years relevant experience. 24th year at Calvin Hill.

Teacher: Blake Roche. BS in Child Studies. 28 years relevant experience. 5th year at Calvin Hill.

Teacher and Calvin Hill Music Coordinator: Melanie Jones. BS Music Education. Juris Doctor. 8 years relevant experience. 1st year at Calvin Hill.

Teacher: Lia Koski. BA Psychology (12 credits in Early Childhood Education). 3 years relevant experience. 1st year at Calvin Hill.

Seedlings Teaching Fellow: Victoria Martinez. BA Psychology (15 credits in Early Childhood Education). 1st year at Calvin Hill.

PRESCHOOL PROGRAM

Head Teacher: Heather Williams. BS Early Childhood Education. 23 years relevant experience. 24th year at Calvin Hill.

Assistant Head Teacher: Rebecca Beard. BS in Early Childhood Education. 8 years relevant experience. 8th year at Calvin Hill.

Assistant Teacher: Lance Ligon. 19 years relevant experience. 6th year at Calvin Hill.

Assistant Teacher: Tiffany Lisa. A.S. in Early Childhood Education. 2 years relevant experience. 3rd year at Calvin Hill.

Seedlings Teaching Fellow: Brady Xie. BS Molecular Cellular Developmental Biology. (6 credits in Early Childhood Education). 1st year at Calvin Hill.

KINDERGARTEN

Head Teacher: Juliet Avelin. BA Psychology. M.Ed Elementary and Early Childhood Education. 28 years relevant experience. 11th year at Calvin Hill.

Teacher: Kimberly Bellamy. BA in Interdisciplinary Studies with a concentration in Early Childhood Education. 40 years relevant experience. Pursuing Master's Degree in Teaching and Learning. 4th year at Calvin Hill.

Assistant Teacher: Rebecca Baisden. 13 credits in Early Childhood Education. 18 years relevant experience. Pursuing Child Development Associate Training Certificate. 12th year at Calvin Hill.

Assistant Teacher: Giselle Cardona. A.S. in Early Childhood Education. 4 years relevant experience. 5th year at Calvin Hill.

Seedling Teaching Fellow: Abigail Friedman. BA Psychology. (9 credits in Early Childhood Education). 1st year at Calvin Hill.

Professional Staff and Classroom Structure

There are three classrooms at Calvin Hill Day Care Center. Each classroom functions as a unique cohort. The Preschool and Kindergarten occasionally combine in the late afternoon, if necessary. Teachers work overlapping shifts within their cohort: 7:30-3:00, 8:00-3:30, 8:30-4:00, 9:00-4:30, or 10:00-5:30. Susan Taddei (Director) and Randi Alpert (Administrative Associate) will provide additional support and substitute coverage when needed.

Threes Program (2 years, 8 months and older)

- Nancy Pasacreta, Head Teacher
- Helen Riviere, Teacher
- Blake Roche, Teacher
- Melanie Jones, Teacher and Calvin Hill Music Coordinator
- Lia Koski, Teacher
- Victoria Martinez, Seedlings Fellow

Preschool Program (3 years, 7 months and older)

- Heather Williams, Head Teacher
- Rebecca Beard, Assistant Head Teacher
- Lance Ligon, Assistant Teacher
- Tiffany Lisa, Assistant Teacher
- Brady Xie, Seedlings Fellow

Kindergarten Program (4 years and older)

- Juliet Avelin, Head Teacher
- Kimberly Bellamy, Teacher
- Rebecca Baisden, Assistant Teacher
- Giselle Cardona, Assistant Teacher
- Abigail Friedman, Seedlings Fellow

Teacher Qualifications and Training

The Calvin Hill teachers are exemplary in both their professional training in Early Childhood Education and years of experience in the field. While most have far surpassed the minimal requirements, they are as follows:

- All staff members must be at least 18 years old.
- New staff members must submit a resume, college transcripts and a copy of their college and/or high school diploma, two letters of recommendation, documented experience of working with young children, and the documentation of current physical examination.
- All undergo a police background check and must provide proof of US citizenship.

Their professional training must include the topics of diversity, curriculum, team collaboration, supervision, child development, assessment, special needs, and literacy. They are required to complete an additional 16 hours of professional development annually including the topics of early childhood education, children's health, and special needs. All our teachers are trained in pediatric first aid, CPR, medication administration, and Epi-pen administration.

Our Partnership with Chapel Haven Schleifer Center

Calvin Hill has been a community partner for the Chapel Haven Schleifer Center CareerAbility program since 2023. Our part-time classroom aides work with our teachers and their Chapel Haven Career Development Advisors to engage with the children in our classrooms. This partnership supports their independence, exemplifies the benefits of inclusion, and enriches the experience of all involved.

Program Wide Professional Development Plan

Goals

All teachers are expected and required to continue their professional development. Each year, the Director prepares an annual, program wide professional development plan that is shared with the entire Calvin Hill staff during the teacher workdays in August before school begins. The plan is updated at least annually and as needed. All updates are shared with staff.

Program goals may require whole staff training based on state and federal requirements, trends in Early Childhood Education, and the needs in our local and school community. Program goals may also arise as a result of feedback from staff and families during the annual program evaluation process. Individual professional development goals will be set to meet the needs of teachers based on their self-evaluations and formal evaluations. These program wide and individual plans are explained to each teacher during their initial orientation.

Training hours for each teacher must total at least 1% of annual work time as required by the Connecticut Office of Early Childhood licensing regulations (typically a minimum of 16 hours). Ongoing education may take the form of additional credit-bearing coursework, workshops, exams, lectures, and other training experiences. Ongoing mentoring and coaching by the Director, Head Teachers, and/or outside consultants and trainers is also provided to assist implementing program goals. Teachers are responsible for providing documentation of trainings for their professional development file.

Professional development trainings and discussions on the following topics are covered during the initial orientation for new teaching staff. Teaching staff are required to provide evidence of training in all these topics through specialized college coursework or professional development training. Teachers' professional development needs are reviewed annually and are written into their individual professional development plan.

1. Understanding and implementation of Calvin Hill's approach to emergent curriculum and the Connecticut Early Learning and Development Standards (ELDS), including curriculum that supports language and literacy development
2. Child assessment tools including the Connecticut Preschool Assessment Framework
3. Racial and ethnic diversity, cultural competence, and awareness of implicit and explicit bias
4. Communication and collaboration skills which support a positive work environment, develop relationships with colleagues and families, and prepare them to participate as a member of a team.
5. Expectations for conduct based on the NAEYC Code of Ethical Conduct and ongoing ethical issues that come up during the day-to-day running of the program.
6. Developmental stages and needs of preschoolers and kindergartners
7. Serving children with disabilities and challenging behaviors
8. Issues relevant to the special circumstances of the children we teach (dual language learners)
9. Program policies, procedures, mission, and goals
10. Program evaluation (including NAEYC accreditation)

As required by Early Start CT, all teaching staff must have the following training:

1. Early Childhood Development or topics directly related to the field of Early Childhood (4 hours annually)
2. Serving children with disabilities (2 hours annually)
3. Pre-literacy (college level coursework or 4 hours of professional development training)
4. Racial and ethnic diversity (college level coursework or 4 hours of professional development training)
5. Mandatory Reporter Training (1 hour annually)

As required by the Connecticut Office of Early Childhood, all staff must be up to date on the following medical training so that an adult trained in these procedures will be on site in each classroom at all times:

1. Epi-pen (annually)
2. Pediatric First Aid (every 2 years)
3. CPR (every 2 years)
4. Medication Administration (every 3 years)
5. All program staff who are responsible for the direct care of children must meet the OEC one-time health and safety requirements. Staff trained in CPR, first aid, and medication administration may complete the 5 hour training. All others must complete the 18 hour training. This must be complete within three months of the date of hire.
6. Any additional medical training required to meet the needs of individual children

Calvin Hill also requires the following:

1. CT DCF Identification and Prevention of Adult Sexual Misconduct Against Children Training for School Employees

Initial Orientation for New Teaching Staff

Before working alone with children, all new employees must familiarize themselves with the policies, philosophy, and practices of the Center by reading this Personnel Manual, the Parent Handbook, the Operations Manual, the State of Connecticut Office of Early Childhood licensing regulations, NAEYC Accreditation materials, and other materials provided by the Director and other staff members. They must sign the Initial Orientation Checklist for New Teaching Staff acknowledging in writing their understanding of all items listed

Trainings for Administrators

In addition to all the above, there are annual professional development opportunities specific to the administrators in our program.

- Quarterly meetings of the **Early Start CT Providers Collaborative**. The Director and/or Administrative Associate attend these meetings to be updated on information specific to the Early Start CT program and provided information about professional development opportunities and resources that can benefit our whole program.
- Monthly meetings of a **Neighborhood Director's Group**. The Calvin Hill Director meets with the directors of six other programs in the area to share information and ask questions about policies, procedures, and issues pertinent to the New Haven area.
- Bi-annual meetings of the **Yale Director's Group**. The Calvin Hill Director meets with the directors of the five other Yale childcare programs to learn more about the policies, procedures, and opportunities specific to the Yale centers.
- Annual trainings of the federal **Child and Adult Care Food Program (CACFP)**. The Calvin Hill Director and/or Administrative Associate attend these trainings to learn about new regulations and review existing policies and procedures.

Access to Professional Development Opportunities

- Program wide professional development includes discussions during mandatory weekly **staff meetings and teacher workdays** (10 each year). The teacher workdays typically include trainings that meet our program goals facilitated by our nurse consultant, mental health consultant and educational consultant.
- Professional development opportunities are posted on a centrally located **bulletin board** and updated regularly.
- An extensive **staff resource library** is located in the Director's office. Teachers also have copies of frequently used resources in their classroom offices.
- Upon hire, teachers are required to make an account with the **OEC Registry**, a statewide database that compiles information about teacher credentials and provides information about trainings and scholarship opportunities.
- Teachers are encouraged to become **NAEYC** members. (Calvin Hill pays half of the cost of membership.) They are encouraged to attend the workshops sponsored by our state NAEYC affiliate. They are notified of the workshops via email and paper mailings.
- Teachers are required to attend any workshops provided for the childcare programs of **Yale University**. The Yale Worklife office notifies the teachers via email and requires pre-registration for their events.
- The **Early Start CT program** announces professional development opportunities at the monthly providers council meetings attended by the director. These opportunities are shared with the teachers via email.
- At least two teachers participate in the **Seedlings Educator Collaborative** each summer. This weeklong program "brings collaboration, connections, community resources and STEAM integration to Connecticut educators."
- The **Early Childhood Resource Center** is a New Haven program based at the local children's museum. Workshops are offered weekly on a variety of early childhood topics. Teachers also have the opportunity to create and lead workshops for the ECRC. Monthly training schedules are posted and shared with teachers via email.
- Teachers are encouraged to sign up for the **ECE listserv** (<https://lists.cahs.org/lists/info/eceinfo>). Information about professional development opportunities, policy announcements, and job postings for all of Connecticut are shared via email subscription.

Arrival and Dismissal Policy and Procedure

School Entrance

The beginning of the day is important for all the children. The way they arrive at the Center can color the rest of the day for them. Teachers are available to help make the transition between home and school as smooth as possible. They welcome a daily conversation with parents about school events, activities, and things going on at home. We encourage parents to help the children greet their teachers, take care of their coats and shoes, and wash their hands. Parents sign their child in and complete a brief health screening upon arrival.

Threes families enter through the basement door, Preschool families enter through the front door, and Kindergarten families enter through the back door. All children must be walked into the building. Please finish any cell phone conversations before coming into the classroom.

School opens at 8:00 a.m. We ask that children arrive by 9:30 a.m. so they have time to participate in early morning activities, unless they have an excused appointment, such as a medical visit or an enrollment visit at their next school. When a child will be absent from school it is helpful to call or email the staff by 8:30 a.m. in the morning.

Departure

Children gradually leave for the day between 3:00 p.m. and 5:00 p.m. Teachers are available to give parents a brief synopsis of the day and to answer parent questions. If parents would like to discuss something further, the teacher can arrange for a phone call or conference. Parents sign their child out at the end of the day. School closes promptly at 5:15 p.m.

Late Pick Up Policy

In the case that a child is left at the program past their scheduled pick-up time, two staff members (of at least 18 years of age or older) will remain with the child at all times. If the child has not been picked up within 10 minutes of the child's scheduled pick-up time, a staff member will attempt to call the child's parents/guardians using the numbers provided. If they cannot be reached, the staff member will attempt to call the authorized, alternate adult provided at the time of enrollment. If, after 45 minutes, no parent/guardian/specified adult can be reached, the child may be released to the Yale University Police. Their non-emergency number is (203) 432-4000.

Parents are strongly discouraged from being late to pick up their child.

- First late pick up: Parents receive a written reminder of our policy.
- Second late pick up: Parents must meet with the Director to discuss the cause of the lateness and how to avoid any future late pickups.
- Third late pick up: Parents and Director create a signed, written plan with the contact information of an additional, verified adult who is available for routine back up.

In an emergency if you will be unavoidably late picking up your child, please call the Center immediately and notify a staff member. 203 764-9352 (Threes), 203 764-9350 (Preschool), 203 764-9351 (Kindergarten). You may also send us a message via our Brightwheel program.

Parking

Parents are encouraged to park on the south side of Highland Street so that they do not have to walk across Highland Street with their child. Children, and siblings, should never be left in a car unattended. Teachers are asked to park on the north side of Highland Street. Parking in front of the fire hydrant in front of Calvin Hill is prohibited.

Special Circumstances for Picking Up Children at the End of the Day

Release of Children to Authorized Escorts

Children are released ONLY to the persons authorized by the parents at the time of enrollment. The first time any person picks up a child photo identification is required, such as an official state driver's license. Teachers MUST have this identification before they allow the child to leave with this new escort. If the person lacks the appropriate identification, teachers will call parents to confirm identification. Parents must authorize in writing (or in an emergency by telephone) any change in pick-up. When there is a standing arrangement for alternate pick-ups, that notice is posted on the teachers' bulletin board. If a new arrangement is made, even for a brief period, parents are required to fill out a form authorizing the change.

Policy for Children Whose Parents or Guardians Reside at Separate Addresses and/or have a Custody Arrangement

Because Calvin Hill cannot be responsible for making custody decisions between parents, Calvin Hill will permit either parent of a child to pick up the child absent a court order or the prior written agreement of the non-custodial parent. For those children whose parents or guardians reside at separate addresses, Calvin Hill presumes that the parents or guardians share joint legal custody as well as physical custody of the child. Calvin Hill therefore will not prohibit a parent or guardian of a child from picking up the child from the Center.

However, Calvin Hill Day Care Center, Inc. is required by law to honor all orders issued by Connecticut courts affecting custody or visitation. Where a Connecticut court has issued such an order, parents must supply a certified copy of the order to Calvin Hill, and Calvin Hill will then prohibit the non-custodial parent from picking up the child. (If a court from a jurisdiction outside Connecticut has entered a court order, the parent or guardian should seek advice of an attorney if seeking to enforce the order in Connecticut.)

Calvin Hill will also prohibit a parent from picking up a child if the following conditions are met:

- Only one parent or guardian has signed the enrollment contract (the "contracting parent").
- The contracting parent states to Calvin Hill in writing that he/she is separated from the other parent and that he/she has physical custody of the child.
- The contracting parent provides to Calvin Hill a signed statement from the non-contracting parent agreeing that the non-contracting parent may pick up child only with prior written approval of the contracting parent.

Situations in which the Person Picking up Appears Impaired

In order to protect all of the children in our care, the staff will not release children to adults who appear to be unable to care for them properly due to use of hazardous substances or other compromising conditions, such as smelling of alcohol or marijuana. In this case, the other parent or emergency contact will be called to pick up the child. Yale University Police will be called if necessary. The Director will be notified if she is not on site. Staff will remain with children until they are safely picked up.

Building Security

We at Calvin Hill are mindful of the trust parents place in us and are careful about outside access to the building. Doors to the building and the playground gates are locked at all times. Yale University Police patrol our neighborhood and make every attempt to park in front of our school during drop off and pick up time every day. At the beginning of the year, before everyone is recognized, teachers may ask for identification if they haven't seen the individual before. Parents are asked to be patient as everyone learns these procedures, particularly since it is a practice to keep everyone safe.

Parents will be allowed access to the building using their Yale ID. A Calvin Hill parent or guardian who is *not* an employee or student at the University will be considered a Calvin Hill "sponsored identity". They may obtain their Yale ID at 221 Whitney Avenue, New Haven. Our Administrative Associate works with Yale Security to code IDs to our building. Key card access is active from 8:00 am to 5:15 pm, Monday through Friday. Parents must notify us immediately if their Yale ID is lost or stolen to protect access to the building. Any other authorized pick-up person must ring the front doorbell to enter the building.

U.S Immigration and Customs Enforcement Policy (ICE) – Guidance for Teachers

The Director is the main point person if ICE agents come to school. If she is out of the building, the Administrative Associate or one of the head teachers will take the lead. Do not let the ICE agent into the building until the warrant has been determined to be valid. If you let them in the building before the warrant is reviewed, that implies that you have given consent for the warrant to be enforced. The point person should meet with the ICE agent on the sidewalk outside our gate, which is a public area.

- The point person will ask to see the agent's identification. If they do not provide identification, call 911 immediately.
- The point person will ask to see the warrant and contact the Yale Police (203-432-4400), who will reach out to the Yale Office of the General Counsel for us. The attorneys at Yale will review the warrant. If needed, the direct phone number for the Office of the General Counsel is 203-432-4949.
- The point person may also contact Kyle McClean, the Calvin Hill attorney, at 203-786-3702.
- The attorneys will be checking to see if the warrant was issued by a US District Court, is signed by a judge, has the right address, and the correct dates for the time frame of the search.
- The point person may choose to speak with the ICE agent or remain silent.
- If the warrant is invalid, the point person can choose to remain silent based on their 5th Amendment rights. They don't need to consent to entry to the building based on their 4th amendment rights which prevent unreasonable search and seizure. Warrants from the US Department of Homeland Security signed by an immigration officer are not valid.
- If the warrant is valid, the point person will provide them with the specific information they request and nothing more. The point person should remain calm and polite and not interfere with the agent's work. Make copies of any paperwork the agent wants to keep.

Additionally:

- Notify parents that ICE agents are at our school.
- Notify Angela Reese, the Manager of the Yale Worklife program at angela.reese@yale.edu or 203-843-6148.
- Move the children from the first floor of the building to another classroom, just like you would in any emergency situation, so they avoid the commotion.
- Take photos and video of the interaction with the ICE agent.

We have additional resources available to families informing you of your rights regarding immigration and connecting you to legal and social services available in the New Haven area. Please see the Director for the confidential receipt of this additional information.

Classroom Structure

Calvin Hill is comprised of three separate programs: the Threes Program (ages 2 years, 8 months and older), the Preschool Program (ages 3 years, 7 months and older), and the Kitty Lustman-Findling Kindergarten (ages 4 and older). Each program has a consistent teaching team assigned to that group of children for the entire year, from September through June. The children generally do not switch between classrooms during the day although the Preschool and Kindergarten occasionally combine in the late afternoon, when necessary. Each team is led by one Head Teacher who oversees the curriculum, planning, supervision, and implementation of the program and acts as the primary liaison between that team and the Director.

While the children will get to know and have warm relationships with all the teachers in their program, each child will have one teacher who is primarily responsible for hosting the orientation visit to school before school begins, observing and collecting assessment information, and conducting family conferences. Consistency of staffing, including having the same teachers sit at the lunch tables and in each napping area, provides predictability and security for the children.

In addition, there are three Teaching Fellows at Calvin Hill. Fellows spend one or two years at Calvin Hill learning about Child Development and Early Childhood Education and become fully integrated members of their program's teaching team. They are mentored by the Director, the Director Emerita, and their Head Teacher as appropriate. They also have a senior clinician mentor at the Yale Child Study Center as part of their weekly participation in the Clinical Child Development seminar.

The Director, Director Emerita, and Administrative Associate are also teachers trained in Early Childhood Education and are qualified to substitute in the classrooms when necessary.

Teachers' Schedules

Teachers have a consistent schedule each week that is posted and can be anticipated by children and their parents. Teachers work overlapping shifts so as to be able to communicate thoroughly about what has happened during all parts of the day and to ensure adherence to supervision practices. Communication between teachers is accomplished both verbally and through a written log, which the staff checks every morning.

If a teacher is absent, we can maintain appropriate ratios by adjusting schedules so that our regular staff can substitute. Every attempt is made to reduce stress by making sure known adults care for the children and schedules are maintained as consistently as possible.

Grouping of Children

The children in all classrooms are grouped in consistent cohorts. They sit with the same teacher and children during snacks and mealtimes. The Threes and Preschool children are assigned to specific nap areas.

Summer Program

The Summer Program is a seven-week extension of our current program with a more flexible, camp-like feel. There is lots of water and sand play and sprinklers for cooling off. We go on walks, do a lot of gardening, and other summer nature activities. We continue to offer many of the art, music, cooking, and science activities the children enjoy during the year. The Summer Program staff is a combination of several Threes, Preschool and Kindergarten teachers. Families can choose which weeks to enroll their child in an "a la carte" manner. We offer a full-time option (8:00 AM - 5:00 PM) and a part-time option (8:00 AM - 1:00 PM). There is no 5:15 PM pick-up during the summer. Families are asked about their summer plans beginning in February and sign the Summer Program contract in April.

Communication

Each day parents' few moments of conversation with teachers provides both children and the staff with a sense of shared purpose between home and school. This is the most important way of providing the consistent building of relationships that helps to foster the continuing sense of well-being and confidence in program, caregivers, and setting so essential to children's growth and involvement in school.

Teachers must greet parents and children at the Center each day to help them to feel comfortable and at ease as they arrive. They will also write down any important information parents want to share with the whole teaching team.

We ask parents to keep us informed on a daily basis of any factors or events which may be affecting a child's behavior or feelings such as a difficult morning, when a parent is out of town, the birth of a baby, a prolonged illness in the family, moving, separation, death closely affecting the child (including a pet), an upcoming visit to the doctor, etc. This helps teachers be more sensitive to a child's particular needs. The teachers will keep parents informed of any special, as well as daily, activities at the Center that they may want to ask their child about. We also want very much to recognize and include the diverse culture and traditions of our families. Teachers encourage parents to share these traditions with us to enrich the program for us all.

For children that are regularly dropped off AND picked up by a babysitter or grandparent, the child's conference teacher will arrange to touch base via phone or email once a week.

Signing in using Brightwheel: Parents, not children, sign in using the Brightwheel app on their phones or the classroom iPad.

Weekly Schedule: All planned activities, teachers' shifts, and daily schedules are posted on the bulletin boards in the classroom (Threes and Preschool) and in the kitchen (Kindergarten).

Daily Activity Choices: Threes and Preschool Teachers keep track of each child's activity choice each day on a clipboard in their offices. Kindergarten teachers keep track of each child's choices (both before and after meeting) on a sheet in the main room on the counter. Careful records are kept of activities and skill work, which can be shared with parents.

Notices: Confidential information, personal notes, receipts, important announcements, and any other written information teachers need to give to parents will be put in the children's backpacks

Daily Updates: Teachers in each classroom send a daily update with a summary of the day and photographs of the children's activities.

Parent Resource Library: Teachers should familiarize themselves with the materials in the Parent Resource Library in the Director's office. Parents are welcome and encouraged to sit and look through this valuable collection at their leisure. Among the helpful resources are photo albums of Calvin Hill family events, the Connecticut Early Learning and Development Standards and the DOTS Assessment Framework, brochures from local private and public schools, and information about community services, health and wellness programs, and family support services. These resources are updated regularly to reflect the pattern of needs observed among families and family requests.

Classroom Doors: Teachers and parents post information about upcoming school events and gatherings, fundraisers, and community events that are likely to be of interest to the families. We encourage teachers and parents to bring information to share, including notices of concerts, exhibits, tag sales, jobs, housing, etc. of interest to Calvin Hill families.

E-Mail: Announcement of upcoming events or special information will be sent via e-mail. Parents can always e-mail the Director (susan@calvinhilldaycare.org) or the Administrative Associate (randi@calvinhilldaycare.org) with information, comments, or questions. Each classroom has an email address as well: threes@calvinhilldaycare.org, preschool@calvinhilldaycare.org and kindergarten@calvinhilldaycare.org. These email addresses can be used to communicate with your classroom's entire teaching team.

Translation Services: The Calvin Hill community is very diverse in terms of the languages that families know and use. We ask families if they need a translator on both our application and child biography forms. Calvin Hill is very fortunate to have access to translator and community support through the Yale Office of International Students and Scholars. All essential documents, including all child conference reports and program evaluation surveys, can be translated into languages that families feel the most comfortable using.

Cell Phone Policy: Except in an emergency, cell phones are **never** to be used in the classroom or playground when children are present for phone calls or texting. Staff at Calvin Hill may only use cell phones on their breaks. Staff must prioritize their responsibility for supervision of children and contact with families. Teachers must be available to speak with parents at both drop off and pick up so as to provide a warm and welcoming atmosphere for families at these crucial transition times.

Supervision Policy

Staff to Child Ratios

Each of the three groups at Calvin Hill Day Care Center and Kitty Lustman-Findling Kindergarten is staffed by consistent, full time, experienced, and well-trained teachers. Teachers work an overlapping, rotating weekly schedule. This schedule is designed to maintain optimal staff to child ratios of 1:7 for preschoolers and kindergartners, both inside and outside, with no ratio ever going above the required 1:10 at any point in the day. Regardless of ratio requirements, there is always a minimum of two adults present in each classroom for the entire day.

Age Category	Ratio	Group Size
Infant	1:4	8
Toddler/Two	1:6	12
Preschool	1:10	20
Kindergarten	1:12	24
School-Age	1:15	30

There are a number of procedures in place to monitor our staff to child ratios:

- Teachers sign in and out using our Brightwheel software.
- Parents sign child in and out using our Brightwheel software
- Name to face checklists used by the teachers during arrival, dismissal, and for any transition in and out of the classroom. Teachers keep a running tally of all the children present at all times. They use their checklist to locate children one by one by going down the list of names in alphabetical order.
- Activity time notes documenting which children are assigned to particular small group activities.

Supervision in Classrooms and Outside

Teachers are aware of where children are at all times. The children are under constant adult supervision, both indoors and outdoors, while they are sleeping, and while using the bathroom. Teachers position themselves in the classroom and on the playground so that all the children can be seen and the teachers can easily communicate with one another. They also position themselves near any equipment that might cause injury such as the stove, water table, and climbing equipment. All kitchens are closed off by gates.

Classrooms

- The Threes program consists of one main room, two adjoining rooms, and a bathroom. The two adjoining rooms have Dutch doors so that the bottom half may be closed while an activity is taking place with a teacher.
- The Preschool program consists of one main room, an adjoining art studio, and a bathroom.
- The Kindergarten program consists of a main classroom, an adjoining quiet room, an adjoining kitchen, an adjoining art studio, and a bathroom down the hall. Teachers and office staff check on children in the bathroom and make sure they return to the classroom promptly.

Playground

- Teachers always accompany children on the playground and appropriate child/adult ratios are always maintained.
- The director and teachers continuously inspect playground equipment, gates and surfaces to ensure the safety of all the children.
- Children are counted using a name to face checklist before going out to the playground, during outside time, and upon reentering the building.
- Teachers accompany children when they need to go inside to use the bathroom.
- The Threes group has at least three teachers supervising the morning outside time and at least two teachers supervising the afternoon outside time when the group is typically smaller. The Threes have a separate playground that is a large, fenced square and all areas can be overseen at once. One teacher stands close to any climbing equipment.
- The Preschool and Kindergarten play in the main yard that surrounds three sides of the building. At least two teachers supervise outside time for each group. Teachers position themselves so they can see all the children and communicate with one another. One teacher stands close to any climbing equipment.

Walks

Neighborhood walks within a block or two of the school are planned in advance with approval of the Director for small groups with at least two teachers. Teachers help children learn pedestrian safety by modeling and reinforcement. Teachers for the youngest children will keep children safe by holding children's hands. For older children, teachers supervise both the front and rear of the group and pairs of children hold hands. Children are counted using a name to face checklist before going on the walk, numerous times during the walk, and upon returning to school. Teachers take a cell phone, first aid kit, and emergency contact information with them.

No walks are taken during the first few weeks of school because we feel that it is essential that the children make a secure adjustment to the Center and feel part of the group before venturing out even for a short time.

Trips and Transportation (Preschool and Kindergarten)

Children at Calvin Hill are not transported during the program day with the exception of a field trip. Field trip transportation is provided by the Yale University Shuttle Bus Service.

Trips away from the Center are planned in advance with approval of the Director for the Preschool and Kindergarten children with the appropriate ratio of teachers and a minimum of two adults even for small groups. Parents are notified in advance of any trips and must sign a permission form in order for a child to go. Children are counted using a name to face checklist before going on the trip, numerous times during the trip including when they get on and off the shuttle, and upon returning to school. Teachers take a cell phone, first aid kit, and emergency contact information with them.

Trips are planned to replicate as nearly as possible what the child's experience would be taking trips from home, as well as to enrich the program at the Center. Excursions to neighborhood parks, the grocery store, or hardware store are all examples of the short, errand-like nature of these early trips. We also plan whole group Kindergarten trips to the Peabody Museum of Natural History and the Yale University Art Gallery to enhance classroom studies.

The teachers keep a record of which children have gone on which trips and every attempt is made to be fair. We also respect the wishes of families who prefer their child not leave the Center and make other arrangements for those individuals.

Lost or Missing Children

To prevent lost or missing children the staff will:

- Make sure that the group is an appropriate size for the trip and that safe ratios are maintained.
- Count children frequently while on a field trip. A staff member will be responsible for performing a “sweep” of the area or vehicle the children are leaving to ensure no child has been overlooked.
- Identify and implement specific systems for speedy recovery of missing children such as having accessible identification and contact information for the children and noting carefully children’s appearance and clothing.
- Not make the child’s name visible to strangers who might use the name to lure a child from the group.

If it is determined that a child is missing or lost, the teacher on the trip will immediately notify the local and Yale University police, the Director, the parents and other authorities as required by state regulation. If on a field trip, the staff will immediately notify the facility management to assist in the search for the child.

Parent Participation

There are many ways in which parents can – and do – participate in community life at Calvin Hill. The Center is a community whose parents work hard with the staff and Board of Directors to support its ongoing programs. Parent participation is crucial and expected. Balancing busy families and careers is hectic and does not leave much time for anything else, but any time commitment and effort that families can make on behalf of Calvin Hill is much appreciated. The teachers always seek and welcome the sharing of families' particular culture and traditions. Teachers work with parents to incorporate these into the ongoing curriculum and life of the Center. In addition to the mandatory workdays, the school encourages family involvement in supporting the Center, its teachers and staff, and its educative goals.

Visits

Parents are always welcome at the Center, and a lunchtime visit can be a particularly pleasant one. We suggest parents call us in advance to let us know they are coming, when possible.

Parent Committee

There is a very active Parent Committee that plans several meetings a year designed to provide additional informal educational, social, cultural, and support opportunities for parents at the Center. Parents are most welcome to join and help plan Center events fundraising efforts. The Parent Committee will organize its first meeting soon after school begins.

Gatherings Before the Start of School

The Parent Committee organizes low-key gatherings in a local park for the families in each classroom during the last weeks of the summer. This gives families the opportunity to get to know each other a bit before the school year even starts.

Orientation Visits to School

We host brief, individual family visits at school in the days before school starts. These give parents, children, and teachers a chance to get to know one another, to see the playgrounds and the classroom, and to share any important information.

All Parent Meeting

Early in the first semester, the staff at Calvin Hill organizes a mandatory evening parent meeting when new and returning parents can meet each other, learn about the program, and have a chance to ask questions and discuss concerns. This is not a meeting for children, and we suggest that if there are any baby-sitting problems parents contact us in advance so that we may try to help.

Calvin Hill Community Workdays

As a part of their contract with the Center, parents are required to participate in one weekend workday during the year. These Saturday or Sunday workdays are scheduled from 8:30 to 11:30am. They are a time when parents (usually one per family) come together to paint, clean, fix and garden as a team and are usually a fun community effort as well as a significant help to school maintenance. Each family has been assigned a workday. If a family is unable to attend on the scheduled day, **it is their responsibility** to arrange a swap with another family for an alternative workday (three will be scheduled through the year) and to let the Director know of the change.

Potluck Suppers

We have two potluck suppers every year, fall and spring. These are great opportunity for families to come together to share a meal and get to know one another. The food from all our different backgrounds is spectacular and delicious. We also provide entertainment for the children, traditionally Roxi Fox Puppets.

Community Charity Drives

Each year the Calvin Hill community participates in donating diapers to the New Haven Diaper Bank, children's books to Read to Grow and New Haven Reads, and monetary donations to the Dinner for a Dollar program. The Center re-evaluates its charitable community projects annually and may add or revise as needs arise.

Sing-Along

On the last day before our winter break each classroom has a sing along for families. The children practice and share the songs they have been learning and hope that you will join in! It is a very special community event that everyone looks forward to.

Art Show

At the end of May, each classroom prepares displays of the children's artwork. Families are encouraged to tour all three classrooms to see the developmental changes in the artwork as the children get older and learn about their topics of study and curriculum.

End of the Year Celebration

We gather one last time at the end of the last day of school to say goodbye to one another and to celebrate how much everyone has grown over the past year.

Board of Directors

Every year, some parents of children currently enrolled at the Center are asked to serve on the Board of Directors. The Board is composed of several current and alumni parents, Yale and New Haven community members, a Yale undergraduate, the Calvin Hill Director, and two staff members. Five board meetings a year are held at a prearranged time at the Center. If you are interested in serving on the Board of Directors, please let the Director know at the beginning of the school year as openings often occur.

In addition, parents may be asked to join one of the Center's standing committees – Development, Finance, Personnel, or ad hoc committees. We also ask parents for their input and participation when the Center embarks upon new initiatives. In the past these have involved such projects as exploring holidays and celebrations, reworking our menus and enhancing our meals, planning for new construction, and drafting our health and safety policies during the COVID-19 pandemic.

Calvin Hill Holiday Recognition Philosophy

Consistent with its educational philosophy, Calvin Hill treats holidays, whether cultural or religious in origin, as rich opportunities for its students to learn about the diverse customs, values, beliefs, experiences, and traditions of their schoolmates, their families, and the world they inhabit. To this end, Calvin Hill's teachers and administrators may choose to incorporate lessons into the curriculum that explore these holidays and the cultures and beliefs they reflect with respect for the integrity of those traditions, without promoting or espousing any faith or belief. Members of the Calvin Hill community, parents, or guests from outside may be invited to present aspects of such holidays in a manner that is appropriate to the developmental level of the students and to the inclusive and affirming tradition of Calvin Hill.

Calvin Hill Family Lists

In September we will email classroom lists. The information on this list is for the use of Calvin Hill staff and parents only and should not be disseminated to other individuals or organizations for any purpose. Email addresses should be used judiciously.

Calendars

A school calendar is enclosed for your information. Please make sure you put all important dates in your family calendar and plan for days when the Center is closed.

Annual Giving at Calvin Hill Day Care Center

Calvin Hill is proud to provide subsidized tuition to more than half of current families through our sliding scale. But after tuitions are paid there is still a \$150,000 financial gap to operate Calvin Hill annually. Tuition does not cover the full cost of care, even for families who pay the highest tuition amount. While federal and private foundation grants make up some of the difference, we rely greatly on the generosity of our devoted friends and current and alumni families. As you can see, your financial support is very important.

There are many ways that currently enrolled families at Calvin Hill make financial contributions to our school every year. We do understand that tuition is already a significant expense, so we want to outline your giving options to help you plan a level of involvement comfortable for your family.

September

Calvin Hill Community Art Calendar

- Now in its 48th year, the Calvin Hill Community Art Calendar is a wonderful representation of the Center's values and activities. Each child's artwork and photograph are included. The calendars make a wonderful holiday gift.
- Part of the required responsibility of Calvin Hill families is the support of the calendar in the amount of buying or selling 3 calendars at \$15 each. Families will be asked to pay for the calendars in September, rather than December when they are distributed. Additional calendars are available upon request.
- Families are encouraged to become calendar patrons with a donation of \$25 or more. Business patrons cost \$50 (business cards included at the back of the calendar). Patron forms are available in the beginning of September.

November

Calvin Hill Annual Fund

- Our most significant, ongoing fundraising effort, the Annual Fund enables us to continue to fulfill our mission to provide inclusive, exceptional, and affordable childcare to economically diverse families as well as professional training to beginning teachers. Gifts made by current and alumni families, as well as friends of the Center, are a testimonial to the lasting impact Calvin Hill has on children, families, teachers, and the early childhood community. You may want to consider Calvin Hill as one of your end-of-the-year charitable donations. All contributions are helpful and greatly appreciated, no matter what amount.

May

The Great Give

- The Great Give is an exciting 36-hour online giving event sponsored by the Community Foundation for Greater New Haven to raise money for nonprofit organizations in the New Haven area. As a participant, Calvin Hill has the opportunity to receive many individual donations from our families, alumni, and friends as well as the chance to win large cash prizes from the Community Foundation. Our current families who are graduating from Calvin Hill are encouraged to donate a legacy gift during this event.

Annual Program Evaluation

Many valuable and important improvements at Calvin Hill begin as observations and suggestions from parents and teachers. We welcome parent input at any time and take each suggestion very seriously. Parents are asked to formally evaluate the program during the second semester using a survey created by the Long Range Planning Committee of our Board of Directors. This evaluation gathers feedback regarding program policy, procedures, quality, our approach to children's progress and learning, family involvement, community awareness, and satisfaction. Teachers, families, and our Board of Directors are given a report of the findings.

A member of the Personnel Committee of our Board of Directors conducts a teacher survey every spring to gather feedback about their job experiences and plans for the following year. The results are shared with the other Personnel Committee members and recommendations are made to the Director. The teachers also complete a self-evaluation that includes feedback about program policies and procedures. The self-evaluations are shared with the Director who makes recommendations to the Board of Directors.

The Board of Directors and teaching staff participate in the annual Director's evaluation each spring. The Director also completes a self-evaluation. The results are reported to the Board and the staff.

Every 5 years our school goes through a self-evaluation process to be re-accredited by NAEYC. This is an opportunity to update our policies and procedures to reflect best practice. These updates are included in the annual revision of our parent handbook, personnel handbook, and operations manual.

The results of all these evaluations are used for planning ongoing program improvement. The Director monitors the annual program goals and requirements and prepares a year-end program evaluation that is shared with the staff and the Board of Directors.

Classroom Schedules

Threes Program	Preschool Programs	Kindergarten
8:00 School Opens. Families drop off at basement door. 8:00-10:00 Morning choices. Breakfast. 10:00 Story. 10:15-11:15 Outside time Large motor play. 11:15 Inside time. Meeting. Small group activity time. 12:00-12:15 Music 12:15 – 12:45 Lunch. 12:45 Bathroom and stories in nap rooms. 1:15 Nap. 3:00 Quiet wake-up time. Snack. 3:30-5:15 Outside time. Large motor play. 5:15 School closed.	8:00 School Opens. Families drop off at front gate. 8:00-11:00 Outside time. Morning choices. Breakfast Large motor play. Music. 11:00 Inside time. Meeting. Small group activity time. 12:00 Story. 12:15 – 12:45 Lunch. 12:45 Story. 1:15 Bathroom and getting ready for nap. 3:00 Quiet wake-up time. Snack. 3:30-5:15 Outside time. Large motor play. 5:15 School closed.	8:00 School Opens. Families enter through back door and drop off in classroom. 8:00-11:30 Inside time. Morning choices. Breakfast. Meeting. 11:30-1:00 Outside time. Large motor play. Music. Small group activity time. 1:00 – 1:30 Lunch. 1:30 Story. Quiet choices. Closing circle. Snack 3:15-5:15 Outside time. Story. 5:15 School Closed.

What to Bring to School

What to bring to school (please label everything)

1. Outside shoes
2. Inside shoes to be kept at school
3. Extra clothes to be kept at school: shirts, shorts, pants, sweatshirt, socks, underwear
4. Nap linens: crib sheet for cot (for Threes), blanket, pillow, stuffed animal (for Threes and Preschool)

Threes Program

Background and Philosophy

In the Calvin Hill Threes Program, we feel that it is important for parents and children to have a comfortable and nurturing environment in which to learn and play. With this in mind, we have designed a developmentally appropriate program that will allow the child to explore the world, to expand physical, emotional, and social skills, and to support a natural sense of curiosity in a very small and intimate group setting.

The staff understands how difficult it can be to send a young child to day care, therefore every attempt will be made to make both the child and parent(s) comfortable with the decision, and to ease any difficulties with separation.

Professionally trained teachers who are experienced in early childhood education plan a broad range of experiences geared to the developmental needs of the children. They work under the supervision of the Director as a team, as valuable participants in the greater Calvin Hill community and as partners with you, the parents, in the education and care of your child. Weekly meetings are held with the Director for the teaching team to plan the ongoing shape of the curriculum, schedule daily activities and discuss program, policy, and any other issues that require attention. Experimentation, problem solving, and social relationships are encouraged through the use of sand, water, blocks, dramatic play, art activities, music, stories, puzzles, and other manipulatives. Small group and individual activities are planned, and every attempt is made to respect each child's individual schedules and styles.

Because we understand how crucial communication about even the smallest detail of the day is for parents, teachers will have informal friendly contact with parents at the beginning and end of the day. Parents are asked to note any important or new information which may need to be shared in our sign in book each day, or to communicate more private information by talking briefly with one of the teachers. In addition, the white board, written by the teachers, highlights the day's activities.

The Threes Program schedule is designed to ensure a balance between indoor and outdoor play, quiet and active times, individual and group play, and self-directed and teacher-initiated activities.

Teachers

The teaching team works a consistent, regular, rotating schedule that is posted on the bulletin board. Teachers are responsible for different shifts on different days. The hours of the shifts are 7:30-3:00, 8:00-3:30, 8:30-4:00, or 10:00-5:30. Although it may initially be a bit confusing not to find the same teacher at the Center at the same time each day, we find that children adjust quickly to the variation in shifts and that the teachers have a much more thorough sensitivity to all aspects of the program and parents' needs when they share responsibility in this way.

Separation and Adjustment

During the initial weeks of the program, we expect to work in partnership with the parents to ensure as smooth and comfortable an adjustment as possible. This may include reduced hours until the child feels secure with the staff and routines, or some other individual arrangement that we plan together. While children generally adjust readily to a caring, supportive program, healthy development can include some regression. We expect considerable variation in this important area and plan to work together with families to make each child's experience a positive and happy one.

Toileting

Children may come to the Center already reliably using the potty or toilet. That mastery will be supported, and children will be helped as necessary to feel comfortable and confident with toileting at Calvin Hill. Children in diapers will be changed when necessary, and the times and descriptions noted so that parents can know, and the staff can become

aware of the child's individual patterns. Parents and teachers work together to ensure consistency about toileting. Learning to use the toilet is an important milestone in a child's development. To ensure this goal, a meeting may be set up between teachers and parents to discuss how the child can be best supported in this learning endeavor. Children are encouraged, supported, and expected to master this skill early in the year.

Disposable diapers or underwear are used at Calvin Hill. The Center does not permit the use of cloth diapers.

The Daily Program

Our daily program is based on the child's physical, social, emotional, and intellectual development. Our objectives include an effort to establish basic values, positive self-concept, observation, language and literacy, math, and science skills. We encourage the development of self-control as well as response to limit setting in the external environment. We expose the children to a variety of carefully chosen materials and experiences in an atmosphere of trust and respect. We believe that each child must be allowed to function on an individual developmental level. It is also our responsibility to provide comfort and security in the routines of eating, toileting, and resting.

One of the most important ways children develop and learn is through play. Under the supervision and guidance of a trained staff, play is really children's work. Through daily activities such as block building, creative arts, stories, cooking, woodworking, science activities, dramatic play, and talking together, children learn to ask questions, get answers, and express their feelings. Through outdoor play and movement with music, children stretch growing muscles and develop coordination. Through playing alone and in groups, children have time to organize their thoughts and learn to share and get along with others.

We have a basic schedule for each day. Blocks of time and areas of activity are planned and occur in sequence. Within the basic framework there is considerable flexibility, however, and children are encouraged to choose activities that interest them. Sometimes part of the usual schedule is set aside so that the children may enjoy special events or to take advantage of the weather. The children are encouraged to play alone as well as in small or large groups and they have opportunities for experiencing both free and structured activities.

Daily Schedule in Threes Program

In recognition of what we know about the enormous variability in development of children in this age group, this outline of a daily schedule is merely an approximation. The hallmarks of a program for this age are both consistency and flexibility. While we feel that routines and a predictable structure are important in helping children feel secure, the changeable nature of attention and emotion at this age demands a flexible, responsive, and spontaneous approach.

8:00	Open
8:00-10:00	Indoor Free Play: Table toys and puzzles, blocks, dramatic play, books, and art materials are always available. Play dough, water or sand may also be out. Writing materials are available in all learning centers.
8:30-10:00	Morning Snack
10:00-10:15	Whole Group Story
10:15-11:15	Outdoor Play: Children have the opportunity to play with sand, climb, run, build, and ride on tricycles as well as other small-wheeled toys. Exploring nature, as well as bubbles, mud, and water, is also a part of the outdoor curriculum. Manipulatives and puzzles, books, and art materials will also be available. Writing materials such as markers, pencils, clipboards, and chalk are always available. On days when the weather does not permit outdoor play, we do active movement activities indoors.
11:15-11:30	Meeting: In the beginning of the year children are assigned to developmentally appropriate activities in diverse curriculum areas meeting their needs, strengths, and interests. Later in the year children are offered a choice of several activities and with the help of the staff will choose an activity which interests them. As the year progresses, meeting is also a forum to share ideas and information and discuss classroom interests. These meetings become an important part of the daily curriculum because they help develop group consciousness, cognitive skills, language, and attention span.
11:30-12:00	Activity Time: This period introduces children to new experiences in language and literacy, blocks, art, math and science, cooking, health and safety, technology, and dramatic play with the help of teachers. Teachers plan and prepare activities with individual children and groupings in mind. Children are assigned an activity and are encouraged to participate in that activity. Writing and dictation of children's thoughts is included in all appropriate small group activities. Attention at this stage is evolving and teachers prepare backup activities (books, puzzles, small manipulatives) for children who need another choice.
12:00-12:15	Whole Group Music: They children enjoy signing together and building their classroom repertoire.
12:15-12:45	Lunch: Children and teachers eat together in small groups, comprised of the same children and teachers each day. Lunch tables are assigned in the beginning of the year to provide the children with a sense of continuity, community, and support.
12:45-1:15	Bathroom and Stories in Nap Rooms: A time to wind down before being changed or using the bathroom before nap.
1:15-3:00	Nap: We realize that children may be on different nap schedules. A quiet space for resting will be available at all times. Children rest on individual cots in the same nap spot each day. Teachers sit with children to help them relax and feel comfortable. Supervision of sleeping children is maintained at all times.
3:00-3:30	Quiet Indoor Time and Afternoon Snack: Stories, quiet time and soft music will be available to the children to help ensure that wake-up time is as soothing as possible. Children are supported and encouraged to dress themselves in their outdoor clothes and shoes when they are ready.
3:30-5:15	Outdoor Play
5:15	Closing

NOTE: It is our policy to go out with the children twice daily, in all but extremely wet, cold, or hot weather. Children should be dressed accordingly, especially in winter, with the assumption that they will be going out every day. Parents are asked to supply hats, coats, mittens, snow pants and boots. We will go outside in mild rain. On those days, children should have a waterproof raincoat and rain boots. Parents should label all clothing, and belongings must be labeled with the child's name to avoid loss.

Threes Curriculum

The Calvin Hill emergent curriculum is based on the Connecticut Early Learning and Development Standards guide (CT ELDS), as well as on a developmental-interactionist approach and appropriate early childhood education practice. The curriculum aims to provide experiences for individuals, small and larger groups, and to be responsive to children's individual learning needs and styles. Guiding Principles of this curriculum include:

- **Early learning and development are multidimensional; developmental domains are highly interrelated.**
- **Young children are capable and competent.**
- **There are individual differences in rates of development among children.**
- **Children will exhibit a range of skills and competencies in any domain of development.**
- **Knowledge of child growth and development and consistent expectations are essential to maximize educational experiences for children and to developing and implementing programs.**
- **Families are the primary caregivers and educators of their young children.**
- **Young children learn through active exploration of their environment through child-initiated and teacher-initiated activities.**

Language and Literacy: A language experience approach is used throughout Calvin Hill. In the Threes Program children are immersed in language and literacy experiences in a print rich environment. Lap and group story reading are very important parts of each day. High quality children's literature that reflects the natural world, the beauty of language and the culture and heritage of the diverse families represented at Calvin Hill is an integral part of the ongoing program. A respect and love for books suffuses nearly all activity children and teachers engage in. Books are always available to look at, handle and read. Symbolic representation through drawing and writing down and displaying children's dictated words teaches children the importance and permanence of their thoughts and feelings. Careful listening to and engaging with children in meaningful conversations are among the many ways teachers support growing language and communication skills. The importance of language and literacy is transmitted through focused reading, writing, and talking activities planned by the staff, informal conversations, and more formal meeting time. Topics of conversation and vocabulary development include experiences children have outside the classroom, community events, and ethnic traditions. Throughout the year children develop their capacity to listen, participate, contribute, and learn. These experiences support the joy shared by adults and children in talking, reading, and representing their ideas in the life of the classroom.

Mathematics and Science: Through play, many math experiences take place for the children each day, including sorting, counting, matching, and working with open ended materials to construct their concept of number. Science is a subject not contained merely in the science area, though the evidence of collecting, observing, recording, sprouting, measuring, weighing, and growing will be found there. Observation and representation of the natural world and experimenting with many real, open-ended materials constitute much of the science curriculum and help children to begin to appreciate and understand the world around them both inside and outdoors. Children's wonderings often make up the basis of our science curriculum.

Blocks: Blocks are an essential and always developing part of any preschool curriculum. Children are exposed to many different block-building activities and their ability to construct complex structures, work creatively and cooperatively with others, and understand their world on a small scale develops throughout the year. Mathematics and science relationships of symmetry, balance and number are experienced first-hand through working with blocks.

Social Studies: The study of the world around them begins, for young children, with themselves, their families, and their classrooms. We will work throughout the year on what individual children bring from their culturally diverse homes as well as sharing what we develop together. Almost anything children bring to school as an interest or a question may, therefore be developed. As a result, the social studies curriculum is always changing. We especially value the opportunity afforded the curriculum by our diverse population and welcome and invite family participation in the activities in the classroom.

Art: Much creative work goes into the area of art. Young children experience first-hand the pleasure of experimenting with many different media including paint, clay, play dough, crayons, markers, wood, glue, paper, and chalk. The process of using these materials helps children to learn how to begin to represent their world symbolically, to develop small muscles, and to create unique, interesting, and beautiful work.

Cooking and Nutrition: These areas are an integral part of the basic science, math and health curriculum and involve understanding a pictorial recipe, measuring, becoming aware of scientific changes, learning about where food comes from as well as healthy eating practices and taking turns. In addition, cooking enables the children to experience the comfortable smells and tastes of food at school and to learn about cultures other than their own through the cooking of various ethnic foods and special holiday dishes.

Music and Movement: Singing together is fun for children and the staff at the Center. Many informal music experiences are provided throughout the year. In addition, movement and rhythms are an important part of the physical curriculum as are experiences with playing and making simple musical instruments, structured movement activities and exercise and cooperative games.

Health and Safety: Every opportunity is taken to help children understand and participate in health and safety activities. They are active participants with the teachers in the daily maintenance of the classroom – putting away materials, washing hands, discussing ways to keep safe both indoors and outdoors and generating rules and strategies for this purpose. Planned activities help them learn about where food comes from through cooking and science experiences both indoors and outdoors expand their horizons.

Safety and fire drills are a monthly occurrence. The Yale Fire Marshall visits regularly and the children also have an opportunity to talk with him as well as Yale police, maintenance employees as they fix and service our building, and paper and food delivery workers. No opportunity is missed to help children see and understand how a healthy and safe environment is achieved. Walks scheduled away from the building provide times for children to practice safety awareness in the community as well as at school. Books about visits to doctors and dentists are always available and several times a year we schedule a visit from a health care professional (often including a veterinarian) so that children have an opportunity to talk with and ask questions of these providers. In addition, dramatic play materials including tools doctors use are always available and doctor's office dramatic play is scheduled frequently.

Technology: All children are exposed to appropriate experiences with technology such as magnifying glasses, simple microscopes, binoculars, flashlights, cameras, gears, pulleys, overhead projectors, as well as keyboards, telephones, and cell phones in dramatic play. In addition, teachers use technology to show children photos and information that support ongoing curriculum experiences in the classroom. Teachers use computers to research and provide information about classroom study, recipes, cultural practices, scientific information, and the like. Calvin Hill does NOT allow children use computers themselves, as we believe children need many immediate, hands on and real experiences with materials at school rather than virtual experiences mediated through a screens at this stage of development.

Outdoors: The outdoor program is an important part of each child's day. Riding bikes, digging in sand, climbing, going hand over hand across a ladder, sliding, catching and throwing a ball, building with crates, exploring and collecting found and natural materials, running and exploring outdoors are crucial to children's large muscle development, coordination and understanding of the world. On days when the weather does not permit outdoor play we do large muscle activities indoors, including dance, yoga, and stretching.

Preschool Program

Teachers

Teachers at Calvin Hill are trained and experienced in early childhood education and child development. They work under the supervision of the Director as a team, as valuable participants in the greater Calvin Hill community and as partners with the parents, in the education and care of the children. The teaching team meets weekly with the Director to plan the ongoing shape of the curriculum, schedule daily activities and discuss program, policy, and any other issues that require attention. Teachers work overlapping shifts within their cohort: 7:30-3:00, 8:00-3:30, 8:30-4:30 or 10:00-5:30.

The Daily Program

Our daily program is based on the child's physical, social, emotional, and intellectual development. Our objectives include an effort to establish basic values, positive self-concept, observation, language and literacy, math, and science skills. We encourage the development of self-control as well as response to limit setting in the external environment. We expose the children to a variety of carefully chosen materials and experiences in an atmosphere of trust and respect. We believe that each child must be allowed to function on an individual developmental level. It is also our responsibility to provide comfort and security in the routines of eating, toileting, and resting.

One of the most important ways children develop and learn is through play. Under the supervision and guidance of a trained staff, play is really children's work. Through daily activities such as block building, language and literacy activities, creative arts, stories, cooking, woodworking, math and science activities, dramatic play, and talking together, children learn to ask questions, get answers, and express their feelings. Through outdoor play and movement with music, children stretch growing muscles and develop coordination. Through playing alone and in groups, children have time to organize their thoughts and learn to share and get along with others.

We have a basic schedule for each day. Blocks of time and areas of activity are planned and occur in sequence. Within the basic framework there is considerable flexibility, however, and children are encouraged to choose activities that interest them. Sometimes part of the usual schedule is set aside so that the children may enjoy special events such as field trips or to take advantage of the weather. The children are encouraged to play alone as well as in small or large groups and they have opportunities for experiencing both free and structured activities.

A word about skills: Preschool is a place where children observe, experiment with materials, make sense of their world, begin to build relationships, and become members of a larger community. In recognition of what we know about the way young children learn, parents will not see worksheets or teacher directed drills at Calvin Hill. What will be observed are children and adults engaged together in the special excitement of learning in a warm and caring environment that can at the same time provide intellectual stimulation and support cognitive growth.

With the language experience approach used at Calvin Hill, stories and books are an important part of each day. In addition, children are encouraged to talk about their feelings and ideas. They dictate captions for their work, produce their own shared classroom history in hand-made books - illustrated by children and dictated to the teachers - and they are helped to pay attention to and represent sounds and written symbols, beginning with those in their own name.

Many math and science experiences take place for the children each day, including block building, sorting, counting, matching, making patterns, working with a simple calendar, measuring for cooking, and taking surveys and graphing the results. Scientific observation of natural materials and representing these observations symbolically are an integral part of the program.

Daily Schedule in Preschool Program

8:00	Open
8:00-11:00	Outdoor Play: In good weather, children have the opportunity to play with sand, climb, run, build, and ride on tricycles. Exploring nature, as well as bubbles, mud, and water, is also a part of the outdoor curriculum. Manipulatives and puzzles, books, and art materials will also be available. On days when the weather does not permit a long stretch of outdoor play, the children do inside choices from 8:00-10:00 (including morning snack) and go outside from 10:00-11:00. On days when they can't get outside at all, they do movement activities indoors.
9:30-10:00	Morning Snack
11:00-11:15	Meeting: In the beginning of the year children are assigned to developmentally appropriate activities in diverse curriculum areas meeting their needs, strengths, and interests. Later in the year children are offered a choice of several activities and with the help of the staff will choose an activity that interests them. As the year progresses, meeting is also a forum to share ideas and information and discuss classroom interests. These meetings become an important part of the daily curriculum because they help develop group consciousness, cognitive skills, language, and attention span.
11:15-12:00	Activity Time: This period introduces children to new experiences in language and literacy, blocks, art, math and science, cooking, health and safety, technology, and dramatic play with the help of teachers. Teachers plan and prepare activities with individual children and groupings in mind. Children are assigned an activity and are encouraged to participate in that activity. Attention at this stage is evolving and teachers prepare backup activities (books, puzzles, small manipulatives) for children who need another choice.
12:00-12:15	Whole Group Story
12:15-12:45	Lunch: Children and teachers eat together in small groups, comprised of the same children and teachers each day. Lunch tables are assigned in the beginning of the year to provide the children with a sense of continuity, community, and support.
12:45-1:15	Story
1:15-1:30	Bathroom and Getting Ready for Nap
1:30-3:00	Naptime: Because the program is an active one, we find that most children sleep at naptime. Each child's cot has a regular place, special to the child. Teachers sit quietly with the children to help them relax and feel comfortable. Soothing music is played. Even if children do not sleep, they are helped to rest quietly.
3:00-3:30	Quiet Indoor Time and Snack: Stories, quiet time and soft music will be available to the children to help ensure that wake-up time is as soothing as possible. Children are supported and encouraged to dress themselves in their outdoor clothes and shoes when they are ready.
3:30-5:15	Outdoor Play
5:15 p.m.	Regular Closing

NOTE: It is our policy to go out with the children twice daily, in all but extremely wet, cold, or hot weather. Children should be dressed accordingly, especially in winter, with the assumption that they will be going out every day. Parents are asked to supply hats, coats, mittens, snow pants and boots. We will go outside in mild rain. On those days, children should have a waterproof raincoat and rain boots. Parents should label all clothing, and belongings must be labeled with the child's name to avoid loss.

Preschool Curriculum

The Calvin Hill emergent curriculum is based on the Connecticut Early Learning and Development Standards guide (CT ELDS), as well as on a developmental-interactionist approach and appropriate early childhood education practice. The curriculum aims to provide experiences for individuals, small and larger groups, and to be responsive to children's individual learning needs and styles.

Guiding Principles of this curriculum include:

- **Early learning and development are multidimensional; developmental domains are highly interrelated.**
- **Young children are capable and competent.**
- **There are individual differences in rates of development among children.**
- **Children will exhibit a range of skills and competencies in any domain of development.**
- **Knowledge of child growth and development and consistent expectations are essential to maximize educational experiences for children and to developing and implementing programs.**
- **Families are the primary caregivers and educators of their young children.**
- **Young children learn through active exploration of their environment through child-initiated and teacher-initiated activities.**

Language and Literacy: A language experience approach is used throughout Calvin Hill. In the Preschool Program children are immersed in language and literacy experiences in a print rich environment. Story reading is a very important part of each day. High quality children's literature that reflects the natural world, the beauty of language and the culture and heritage of the diverse families represented at Calvin Hill is an integral part of the ongoing program. A respect and love for books suffuses nearly all activity children and teachers engage in. Books are always available to look at, handle, and read. Symbolic representation through drawing and writing down and displaying children's dictated words teaches children the importance and permanence of their thoughts and feelings. Careful listening to and engaging with children in meaningful conversations are among the many ways teachers support growing language and communication skills. The importance of language and literacy is transmitted through focused reading, writing, and talking activities planned by the staff, informal conversations, and more formal meeting time. Meeting is a time when children are asked to focus; the calendar is reviewed, and children share ideas, thoughts and feelings. Topics of conversation and vocabulary development include experiences children have outside the classroom, community events, and ethnic traditions. Special discussions occur to study particular topics, gather information, introduce new concepts, or solve classroom problems. Throughout the year children develop their capacity to listen, participate, contribute, and learn. These experiences support the joy shared by adults and children in talking, reading, and representing their ideas in the life of the classroom.

In addition, children are helped to learn sound-symbol relationships, the writing of their names and other simple words such as labels for science observations and drawings as they are developmentally able. The classroom is a laboratory for the learning of reading, writing and communication.

Math and Science: Through play many math experiences take place for the children each day, including sorting, counting, matching, reviewing the calendar, taking simple surveys, and graphing the results and working with open ended materials to construct their concept of number. Manipulative mathematics materials are an integral part of the environment and blocks, Cuisenaire rods, Unifix cubes, pattern blocks, tiles, dice, and natural materials help the children to engage in many mathematical experiences.

Science is a subject not contained merely in the science area, though the evidence of collecting, observing, recording, sprouting, measuring, weighing, and growing will be found there. Observation and representation of the natural world, experimenting with many real, open ended materials and constructing environments for living things (plants and animals) constitute much of the science curriculum and help children to begin to appreciate and understand the world

around them both inside and outdoors in our gardens and yard. Children's wonderings often make up the basis of our science curriculum.

Blocks: Blocks are an essential and always developing part of any preschool curriculum. Children are exposed to many different block-building activities and their ability to construct complex structures, work creatively and cooperatively with others and understand their world on a small scale develops throughout the year. Mathematics and science relationships of symmetry, balance and number are experienced first-hand through working with blocks.

Social Studies: The study of the world around them begins, for young children, with themselves, their families, and their classrooms. We will work throughout the year on what individual children bring from their culturally diverse homes as well as sharing what we develop together. Almost anything children bring to school as an interest or a question may, therefore become part of classroom studies. As a result, the social studies curriculum is always changing. We especially value the opportunity afforded the curriculum by our diverse population and welcome and invite family participation in the ongoing classroom activities.

Art: Much creative work goes into the area of art. Young children experience first-hand the pleasure of experimenting with many different media including paint, clay, play dough, crayons, markers, wood, glue, paper, and chalk. The process of using these materials helps children to learn how to begin to represent their world symbolically, to develop small muscles, and to create unique, interesting, and beautiful work. Art is thoroughly integrated into the curriculum and children gain confidence in their ability to work with many materials and express their ideas and feelings.

Cooking and Nutrition: These areas are an integral part of the basic science, math and health curriculum and involve understanding a pictorial recipe, measuring, becoming aware of scientific changes, learning about where food comes from as well as healthy eating practices and taking turns. In addition, cooking enables the children to experience the comfortable smells and tastes of food at school and to learn about cultures other than their own through the cooking of ethnic foods and special holiday dishes.

Music and Movement: Singing together is fun for children and the staff at the Center. Many informal music experiences are provided throughout the year. In addition, movement and rhythms are an important part of the physical curriculum as are experiences with playing and making simple musical instruments, structured movement activities and exercise and cooperative games.

Health and Safety: Every opportunity is taken to help children understand and participate in health and safety activities. They are active participants with the teachers in the daily maintenance of the classroom – putting away materials, washing hands, discussing ways to keep safe both indoors and outdoors and generating rules and strategies for this purpose. Planned activities help them learn about where food comes from through cooking and science experiences as well as simple field trips such as going to a farm for pumpkins and gourds. Shared meals (provided by the Center) encourage children to try various foods, and the family style mealtimes encourage conversation and participation with teachers as children learn about healthy eating. Children serve themselves with support and independence is fostered in eating and clean up. Parents often come to cook and share their own ethnic heritage through food.

Safety and fire drills are a monthly occurrence. The Yale Fire Marshall visits regularly and the children also have opportunity to talk with him as well as Yale police, maintenance employees as they fix and service our building, paper and food delivery workers. No opportunity is missed to help children see and understand how a healthy and safe environment is achieved.

Walks scheduled away from the building provide times for children to practice safety awareness in the community as well as at school.

Books about visits to doctors and dentists are always available and several times a year we schedule a visit from a health care professional (often including a veterinarian) so that children have an opportunity to talk with and ask questions of these providers. In addition, dramatic play materials including tools doctors use are always available and doctor's office dramatic play is scheduled frequently.

Technology: All children are exposed to appropriate experiences with technology such as magnifying glasses, simple microscopes, binoculars, flashlights, cameras, gears, pulleys, overhead projectors, as well as keyboards, telephones, and cell phones in dramatic play. In addition, teachers use technology to show children photos and other graphic material that support ongoing curriculum experiences in the classroom. Teachers use computers to research and provide information about classroom study, recipes, cultural practices, scientific information, and the like. Calvin Hill does NOT have children use computers themselves, as we believe children need many immediate, hands on and real experiences with materials at school rather than virtual experience mediated through a screen and a keyboard or mouse at this stage of development.

Outdoors: The outdoor program is an important part of each child's day. Riding bikes, digging in sand, climbing, going hand over hand across a ladder, hanging upside down, sliding, catching and throwing a ball, building with crates, exploring and collecting found and natural materials, navigating an obstacle course, running and exploring outdoors are crucial to children's large muscle development, coordination and understanding of the world. On days when the weather does not permit outdoor play, we do large muscle activities indoors, including dance, yoga, and stretching.

Kindergarten Program**Teachers**

Teachers at the Kitty Lustman-Findling Kindergarten are trained and experienced in early childhood education and child development. They work under the supervision of the Director as a team, as valuable participants in the greater Calvin Hill community and as partners with the parents in the education and care of the children. The teaching team meets weekly with the Director to plan the ongoing shape of the curriculum, schedule daily activities and discuss program, policy, and any other issues that require attention.

The teaching team works a rotating schedule that is posted on the bulletin board and are responsible for different shifts on different days. The hours of the teachers' shifts are 7:30-3:00, 8:00-3:30, 8:00-1:30, 9:00-4:30 or 10:00-5:30.

The Daily Program

Our daily program is based on the child's physical, social, emotional, and intellectual development. Our objectives include an effort to establish basic values, positive self-concept, observation, language and literacy, math, and science skills. We encourage the development of self-control as well as response to limit setting in the external environment. We expose the children to a variety of carefully chosen materials and experiences in an atmosphere of trust and respect. We believe that each child must be allowed to function on an individual developmental level. It is also our responsibility to provide comfort and security in the routines of eating, toileting, and resting.

One of the most important ways children develop and learn is through play. Under the supervision and guidance of a trained staff, play is really children's work. Through daily activities such as block building, language and literacy activities, creative arts, stories, cooking, woodworking, science activities, dramatic play, and talking together, children learn to ask questions, get answers, and express their feelings. Through outdoor play and movement with music, children stretch growing muscles and develop coordination. Through playing alone and in groups, children have time to organize their thoughts and learn to share and get along with others.

We have a basic schedule for each day. Blocks of time and areas of activity are planned and occur in sequence. Some of the time is scheduled for the children. Within the basic framework there is considerable flexibility, however, and children are encouraged to choose activities that interest them. Sometimes part of the usual schedule is set aside so that the children may enjoy special events such as field trips or to take advantage of the weather. The children are encouraged to play alone as well as in small or large groups and they have opportunities for experiencing both free and structured activities.

Since the kindergarten year is one of transition between preschool and elementary school, we believe it is our responsibility to provide a program that takes account of five-year olds' increasing ability to explore, make choices, accept challenges, become aware of themselves, work through problems, and make sense of the many new symbols in their world. It is our goal that children become confident, productive, thoughtful, caring, and creative human beings and we provide a setting that is stimulating and interesting as well as comfortable and secure for them to begin to achieve these ends.

In recognition of what we know about the way young children learn, parents will not see many worksheets or teacher directed drills in the Kitty Lustman-Findling Kindergarten. What you will see instead are children and adults engaged together in the special excitement of learning in a warm and caring environment that can at the same time provide intellectual stimulation and support cognitive growth.

Daily Schedule in the Kindergarten Program

8:00	Open
8:00-9:30	Morning Choices: Language and literacy experiences, math (counting, sorting, pattern blocks), science (observing and recording), puzzles, blocks, dramatic play, books, sand, and art materials are always available.
9:00-9:30	Morning Snack
9:30-9:45	Clean-up: Teachers help the children clean up and support them in their growing abilities to take responsibility for the care of their space and materials.
9:45-10:15	Meeting: Children gather as a whole group to share observations and theories which extend and guide the topics of study. Respectful and productive communication skills are modeled and supported. They also discuss the calendar, weather card, days of the school year, and survey results.
10:15-11:45	Outdoor Play: Children have the opportunity to play with sand, climb, run, build, and ride on tricycles. Exploring nature, as well as bubbles, mud, and water, is also a part of the outdoor curriculum. On days when the weather does not permit outdoor play, we do active movement activities indoors.
11:45-12:00	Music: This is a time for the children to learn new songs and learn about many different types of music.
11:30-12:45	Activity Time: This period introduces children to new experiences in language and literacy, blocks, art, math and science, cooking, health and safety, technology, and dramatic play with the help of teachers. Teachers plan and prepare activities with individual children and groupings in mind. Children are assigned an activity and are encouraged to participate in that activity.
12:45-1:00	Work Share: Each activity group shows the rest of the class their work.
1:00-1:30	Lunch: Children and teachers eat together in small groups, comprised of the same children and teachers each day. Lunch tables are assigned in the beginning of the year to provide the children with a sense of continuity, community, and support.
1:30-1:45	Story
1:45-2:45	Quiet Choices: Children do a quiet activity such as drawing, looking at books, using small manipulative construction materials, either on their own or with one other child.
2:45-3:00	Closing Circle: A short meeting to reflect on the day.
3:00-3:20	Afternoon Snack
3:30-5:15	Outdoor Play
5:15 p.m.	Close

NOTE: It is our policy to go out with the children twice daily, in all but extremely wet, cold, or hot weather. Children should be dressed accordingly, especially in winter, with the assumption that they will be going out every day. Parents are asked to supply hats, coats, mittens, snow pants and boots. We will go outside in mild rain. On those days, children should have a waterproof raincoat and rain boots. Parents should label all clothing, and belongings must be labeled with the child's name to avoid loss.

Kindergarten Curriculum

The Calvin Hill emergent curriculum is based on the Connecticut Early Learning and Development Standards guide (CT ELDS), as well as on a developmental-interactionist approach and appropriate early childhood education practice. The curriculum aims to provide experiences for individuals, small and larger groups, and to be responsive to children's individual learning needs and styles.

Guiding Principles of this curriculum include:

- **Early learning and development are multidimensional; developmental domains are highly interrelated.**
- **Young children are capable and competent.**
- **There are individual differences in rates of development among children.**
- **Children will exhibit a range of skills and competencies in any domain of development.**
- **Knowledge of child growth and development and consistent expectations are essential to maximize educational experiences for children and to developing and implementing programs.**
- **Families are the primary caregivers and educators of their young children.**
- **Young children learn through active exploration of their environment through child-initiated and teacher-initiated activities.**

Language and Literacy: A language experience approach is used in our kindergarten, and children combine illustrating and dictating their own stories, learning to recognize their own sight word collection and to make simple sentences with words in their own sight word cans, with structured teaching of phonics through workbooks, child made books illustrating letter sounds, word building with short vowels and consonants, and eventually for many, writing on their own with invented spelling in a blank journal. Book making is central to our approach. Books are written about subjects studied and there are also many imaginative stories in our collection, many of which become part of the classroom library. In addition, many children master and enjoy reading the collections of simple short commercially produced readers available in the classroom.

Meeting, when the whole class gathers as a group to work on the calendar, to share ideas, thoughts, feelings, special things from home or special things taking place at school, to gather information about the topic being studied, to solve a class problem, is a particularly important time of the day. Topics of conversation and vocabulary development include experiences children have outside the classroom, community events, and ethnic traditions. Throughout the year the children develop their capacity to listen, participate, contribute to, and learn from this time.

Mathematics and Science: Many math experiences take place for the children each day, including sorting, counting, and matching (setting up snack, taking attendance, doing the calendar, counting the number of days in school). Other interesting activities include balancing and weighing, copying, and creating patterns, working with Cuisenaire rods and Unifix cubes, pattern blocks, attribute blocks, tangrams, mosaics, and playing many games (, cards, dominoes, and dice races.) Reading recipes, measuring for cooking, taking surveys, and showing the results on charts and graphs are some of the other math experiences the children engage in. They are exposed to addition and subtraction as well as the writing of simple number sentences.

Science is a subject that is not contained merely in the science area, though the evidence of collecting, observing, recording, sprouting, weighing, measuring, and growing will be found there. Subjects that may be studied are seeds, rocks, nature's changes (leaves, freezing, melting, budding, etc.), tracks, birds, whales, dinosaurs, and the development of plants both inside and outside in our garden. Children's wonderings often make up the basis of our science curriculum. As a result, we offer them a chance to use the actual materials of scientists-- magnifying glasses, microscopes, pumps, balance scales, and siphons-- to help them answer their own questions. Sand, water, and mud are more of the science activities, both indoors and out, and trips and walks also enhance our science curriculum.

Blocks: Blocks are an essential and always developing part of any kindergarten curriculum. The children's ability to build complex structures, to work creatively and cooperatively with the unit blocks will grow throughout the year and the children will incorporate those topics studied into their block play, deepening their understanding on a small scale of the world around them and mathematical relationships such as symmetry, balance, volume, and numbers as well.

Social Studies: The study of the world around them begins, for young children, with themselves, their families, and their classrooms. We will work throughout the year on what individual children bring to the life of the classroom from home as well as sharing what we develop together. Almost anything the children bring to school as an interest or a question may, therefore, be developed, and as a result the social studies curriculum is always changing. We especially value the opportunity afforded the curriculum by our diverse population. In the spring, as part of their study of our local community, they go on field trips to the Peabody Museum, the New Haven Public Library, the Yale post office, the Yale Farm, and more.

Art: Much creative work goes into the area of art. In addition to many types of painting, the children will work in many media including clay, wood, collage, printmaking, drawing, weaving, and rubbings. Drawings are important both as expressions of the children's own ideas and feelings and as illustrations for books and study topics. Art is thoroughly integrated into the ongoing curriculum, and children gain confidence in their ability to work with many materials and to create something unique and beautiful.

Cooking and Nutrition: These areas are an integral part of the basic science, math and health curriculum and involve understanding a pictorial recipe, measuring, becoming aware of scientific changes, learning about where food comes from as well as healthy eating practices and taking turns. In addition, cooking enables the children to experience the comfortable smells and tastes of food at school and to learn about cultures other than their own through the cooking of various ethnic foods and special holiday dishes.

Music and Movement: Singing together is fun for the children and the staff at the Center. Many informal musical experiences are provided throughout the year. In addition, movement and rhythms are an important part of the curriculum as are experience with playing and making simple instruments, structured movement activities and exercise, and cooperative games.

Health and Safety: Every opportunity is taken to help children understand and participate in health and safety activities. They are active participants with the teachers in the daily maintenance of the classroom – putting away materials, washing hands, discussing ways to keep safe both indoors and outdoors and generating rules and strategies for this purpose. Planned activities help them learn about where food comes from through cooking and science experiences as well as simple field trips such as going to a farm for pumpkins and gourds. Shared meals (provided by the Center) encourage children to try various foods, and the family style mealtimes encourage conversation and participation with teachers as children learn about healthy eating. Children serve themselves with support and independence is fostered in eating and clean up. Parents often come to cook and share their own ethnic heritage through food.

Safety and fire drills are a monthly occurrence. The Yale Fire Marshall visits regularly and the children also have opportunity to talk with him as well as Yale police, maintenance employees as they fix and service our building, and paper and food delivery workers. No opportunity is missed to help children see and understand how a healthy and safe environment is achieved.

Walks scheduled away from the building provide times for children to practice safety awareness in the community as well as at school.

Books about visits to doctors and dentists are always available and several times a year we schedule a visit from a health care professional (often including a veterinarian) so that children have an opportunity to talk with and ask questions of these providers. In addition, dramatic play materials, including tools doctors use, are always available.

Technology: All children are exposed to appropriate experiences with technology such as magnifying glasses, simple microscopes, binoculars, flashlights, cameras, gears, pulleys, overhead projectors, as well as keyboards, telephones, and cell phones in dramatic play. In addition, teachers use technology to show children photos and other graphic material that support ongoing curriculum experiences in the classroom. Teachers use computers to research and provide information about classroom study, recipes, cultural practices, scientific information, and the like. Calvin Hill does NOT have children use computers themselves, as we believe children need many immediate, hands on and real experiences with materials at school rather than virtual experience mediated through a screen and a keyboard or mouse at this stage of development.

Outdoors: The outdoor program is an important part of each child's day. Riding bikes, climbing, hanging upside down, going hand over hand across a ladder, playing baseball, soccer, basketball, and kickball, running, and exploring in our own playground and in Foote School's fields will be a part of the children's physical experience. We try to vary the play by bringing out paints, soap bubbles, kites, hammers and nails, chalk, etc. Building with crates and found materials provide important outlets for dramatic play. On days when the weather does not permit outdoor play, we do large muscle activities indoors, including dance, yoga, and stretching.

Transition Plans at Calvin Hill

Children within Calvin Hill

Calvin Hill has its own full day Kindergarten Program housed at the Center. Each year many of the Preschool children transition to the Center's Kitty Lustman-Findling Kindergarten.

- Calvin Hill Preschool children are given the first opportunity to apply to our kindergarten program.
- These children visit the kindergarten with other prospective kindergarten children from outside the Center in the late winter. They also visit the classroom several times during the spring.
- Calvin Hill Kindergarten teachers observe Calvin Hill children in the Preschool classroom as well.
- Parents also visit the Calvin Hill Kindergarten without their children, have a chance to observe the program, speak with the staff and Director.
- Parents also plan with their child's current teacher in conferences about the transition to kindergarten at Calvin Hill.
- All records – assessment forms, work samples, conference notes and copies of the parent reports accompany the children in their move to the Calvin Hill Kindergarten.
- Ongoing communication is maintained throughout the transition period and beyond as the Preschool teachers are a wonderful resource for the Kindergarten teachers.

Children Leaving Calvin Hill

The Calvin Hill staff will make every effort to assist families in transitions to other kindergarten programs or first grade classrooms.

- Conferences with parents – often these are ongoing throughout the year as parents try to make choices and decisions about the next step.
- Visits accompanying parents to observe other schools.
- Posting magnet school and public-school registration information
- Hosting collaboratively with other centers New Haven Public School staff information sessions
- Registering New Haven children on site at Calvin Hill for the New Haven Public School Kindergarten with New Haven Board of Education forms.
- Visits to and conversations with teachers in schools the Calvin Hill children will attend.
- Filling out forms and references for children applying to other schools.
- Attending Kindergarten Transition Committee meetings in New Haven and working to implement suggestions and procedures .
- Planning visits for children to their next school where possible (walks).
- Inviting and hosting teachers from schools the children will be attending to the classroom both during school (to observe the children and program) and after school to talk when possible.
- Transferring records, whenever possible (if they are accepted) to the child's next school.

Child Assessment Plan

The Center views communication with families as an essential component of the assessment process. Teachers and parents communicate daily, and each drop-off and pick-up time provides an opportunity to share information about the child's day, interests, and activities. Telephone and email communication also serve this purpose. Written and verbal information shared by families daily and in parent conferences contribute to a full and robust ongoing assessment as well as meaningful relationships between staff and families.

Parents share important and useful information about their child with us in three ways. Before the child starts school, parents complete our child biography form composed of brief, narrative questions that compile the essential details of their child's life story. The child biography includes the family input component for all the observation progressions of the **CT DOTS (Documentation and Observation for Teaching System)**. We follow up on the biography with two, brief pre-conference questionnaires during the school year. Each family meets with the teaching team before the child's first day to help the child make the bridge from home to school, develop a relationship with their teachers, and provide parents an opportunity to ask any additional questions. Also, parents and teachers complete the Gesell Early Screener which is a standardized developmental screening instrument that informs conversations between parents and teachers about the child's language, cognitive, gross motor, fine motor, and social and emotional development. All this information is incorporated into curriculum planning and informs the staff about individual children's needs and interests.

Goals for Child Assessment

- Enable teachers to plan meaningful curriculum that will meet each child's needs and interests in every domain – social and emotional, cognitive, physical, and creative.
- Document children's progress and learning.
- Identify any children for who may need special services.
- Provide detailed observations for parent conferences.
- Ensure objectivity.
- Evaluate program effectiveness and inform planning for overall program improvement through targeted professional development and improved instructional practices.

Teachers observe and assess children's skills, needs, interests and development as an integral part of their professional practice each day in normal classroom conditions. This knowledge is used to highlight developmental progress and plan responsive curriculum that supports individual learning as well as activities for the group.

While the children and parents get to know every member of their classroom teaching team, each child is assigned to one particular teacher. This teacher is the primary contact person for the family. This teacher leads the child's visit before school begins, sits with them at lunch and nap, completes two full sets of observations a year (fall and spring) using the **CT DOTS (Documentation and Observation for Teaching System)**, leads the parent teacher conferences, and writes two reports (fall and spring) about the child's development and learning that are shared with parents. Observation opportunities present themselves during all parts of the school day (small group, whole group, and individually) and do not interfere with the child's daily routine. At our All-Parent Meeting in the first month of the school year, the teachers explain the child assessment methods to parents and invite them to raise questions or concerns about how our assessment methods meet their child's needs.

All teachers learn about the assessment methods used at Calvin Hill as part of their initial orientation. Ongoing training and coaching are provided by our education consultants who are familiar with the assessment tools required by the Connecticut Office of Early Childhood. The Director reviews all child assessment documents. Child assessment includes all the following tools and methods:

- Daily, ongoing observations by teachers, consultants, and the Director.
- CT DOTS (Documentation and Observation for Teaching System) guidance and materials.
- Classroom portfolios containing work samples, photos, and transcribed conversations.
- Calvin Hill conference preparation form.
- Child biography and pre-conference questionnaires
- Gesell Early Screener.
- Information shared by families at the orientation visit to school and parent conferences.
- Yale Child Study Center Teacher Inventory of Emotional and Behavioral Development in Children Ages 2-6

Conferences

Parent conferences are typically held **twice a year** (fall and spring) or more often as needed. Teachers and parents discuss the child's adjustment to school, ongoing development in all domains (social-emotional, physical, language, cognition, creative expression) as well as the child's learning style, strengths, passions, and any challenges. Teachers and parents collaborate on individual goals for the child and plans for achieving these goals at home and at school. Parents receive a **written narrative report after each conference** summarizing their child's progress and any issues discussed with the teacher. Parents who opt out of a spring conference will receive a final written report at the end of the year.

Support for Children Learning English

As a Yale affiliated childcare program with families from all over the world, we often enroll children at Calvin Hill who are fluent in another language at home. For a child who does not speak English, we often make modifications to ease their transition into the classroom. For example, parents may be asked to stay in the classroom with their child early in the school year, gradually encouraging their child's independence. We may extend the half-day schedule beyond the first three days of school to give the child more time to adjust to the program before introducing naptime. We remain in very close contact with parents during the transition so we can discuss how the child is doing and adjust our support as necessary. We hire Yale students who speak the child's home language to assist in the classroom and prioritize hiring teachers who are multi-lingual.

Developmental and Behavioral Concerns

The teachers at Calvin Hill are here to be a support and a resource for each family should developmental or behavioral concerns about any child arise. They will encourage families to make the primary decisions about services that a child may need and will encourage parents to advocate to obtain any needed services. When families and/or teachers identify a developmental or behavioral concern, additional assessment and intervention may include the following strategies:

- Ongoing communication with the family, including additional conferences. Teacher observations of your child are shared at each conference. Parents receive a written report following the fall and spring conferences, and more often if necessary.
- Consultation with one of the many professional consultants to the program.
- Initiation of the New Haven Public School Pre-Referral Assessment Process.
- Completion of published assessment and screening tools such as the Yale Child Study Center Teacher's Inventory.
- Conferences scheduled with a program consultant for the family if desired.
- Working with the family and collaborating with other consulting professionals, once a disability, special learning need, or behavioral concern has been identified to carry out the requirements of an IFSP or IEP (Individualized Family Service Plan or Individualized Educational Program) or to implement an Individualized Positive Behavior Support Plan.

Individualized Positive Behavior Support Plan

Challenging behaviors, as described by NAEYC, include behaviors that (1) interfere with children's learning, development, and success at play, (2) are harmful to the child, other children, or adults, or (3) put a child at high risk for later social problems or school failure. Examples include physical or sexual aggression, verbal aggression (discriminatory and derogatory comments, threats), and relational aggression (tantrums, refusal to follow directions, or observe classroom rules).

If a child displays challenging behaviors the following steps will be taken to address the child's needs and develop positive behavior support strategies:

1. Observation and documentation of behaviors by classroom teachers. Documentation may include a narrative description of behaviors as well as a functional assessment that identifies events, activities, interactions, and other contextual factors that predict challenging behavior and may contribute to the child's use of challenging behavior. Teachers may also complete published assessment and screening tools such as the Yale Child Study Center Teacher's Inventory.
2. Ongoing, daily communication with the family. Incident details will be shared with the family using a behavior/incident report form prepared by a teacher and signed by the Director and the parents (see example on next page). Additional conferences will be scheduled when needed.
3. Consultation with our program's Mental Health and Education Consultants who can observe the child and classroom, work with the teachers, and meet with parents.
4. Work with families and professionals to develop and implement a written Individualized Positive Behavior Support Plan for a minimum of four weeks that:
 - Develops long and short-term goals for the child.
 - Identifies changes to be made to the child's environment to prevent the challenging behaviors.
 - Specifies positive behavior strategies teachers will use when the child demonstrates the challenging behaviors.
 - Identifies skills to teach the child that will replace the challenging behaviors.
 - Evaluates change and progress during plan implementation.

Additional intervention options include:

1. Referral to one of our many community agencies that can provide additional support to the child, family, and staff. Agencies include the New Haven Public School Early Childhood Assessment Team (ECAT), Early Childhood Partnership (ECCP), and Clifford Beers Child Guidance Clinic.
2. Implementation of an IFSP or IEP (Individualized Family Service Plan or Individualized Educational Program) in collaboration with other consulting professionals if a special learning need is identified.
3. Modification of the Positive Behavior Support Plan to address any increase or escalation of aggressive behaviors that leave a mark or injury on another person or cause severe emotional harm. If the child continues to be distressed or poses a physical or emotional danger to themselves or others, or if families do not partner with the program, we will meet to discuss next steps to place the child in a more appropriate setting.

In the case of a child participating in Early Start CT, notification of the Early Start CT program director of the concerning behavior and the implementation of the Positive Behavior Support Plan. The Early Start CT liaison will also be notified if the plan includes a reduction in the daily hours a child attends the program, if there are modifications to the original plan, and if it becomes necessary to place the child in a more appropriate setting.

Behavior/Incident Report Form

Calvin Hill Day Care Center, 150 Highland Street, New Haven, CT 06511, 203-764-9350

Child or teacher's name _____ Birthdate ____/____/____

Incident date ____/____/____ Incident time ____:____ am/pm Witness _____

Description of behavior/incident _____

Incident location _____

Actions taken by staff _____

Corrective action to prevent recurrence _____

Name of parent/legal guardian notified _____

Notification time ____:____ am/pm Notified by _____ via _____

Name of supervisor notified _____ Signature of Supervisor _____ Date ____/____/____

Signature of staff member completing this form _____ Date ____/____/____

Signature of parent/legal guardian _____ Date ____/____/____

Nurse Consultant _____ Date ____/____/____

Positive Behavior Support Plan

Child's Name _____

Date _____

Classroom _____

Challenging Behavior:

Long-term goal:

Short-term goals:

Changes to the classroom environment to prevent the challenging behavior:

How teachers will respond to the challenging behavior:

Skills the child is learning to replace the challenging behavior:

Evaluation of strategies

Date _____

Specialized Consultants Policies and Procedures

Calvin Hill has a team of highly professional and experienced consultants to support the ongoing care and education of the children and the work of the teachers. These professionals consult to the Directors, teachers, and families as needed for issues including health, mental health, disabilities, aspects of program response related to family involvement, challenging behaviors, developmental and educational issues, staff performance, or referral to other agencies for services. Contact information for these consultants can be provided upon request. These consultants are:

- Nurse Consultant, who visits once a week, provided by Yale University.
- Mental Health Consultant/Child Psychiatrist, who visits once a week, provided by Yale Child Study Center.
- Early Childhood Education Consultant, who visits during the year, contracted by Calvin Hill.
- Pediatric Physicians and Dentist Consultants, as needed, contracted by Calvin Hill.
- Nutrition Consultant, as needed, provided by Yale University.
- Specialists through the Early Start CT Multidisciplinary Team with experience and training in child development, speech and language, occupational and physical therapy, mental health, supervision, and staff issues. Referral to these consultants is made through the Early Start CT program in consultation with the Director as needed.

All consultants have agreed to provide services as outlined by the New Haven Early Childhood Council and the Connecticut Office of Early Childhood including:

- Annual review of written policies, plans and procedures that relate to the services provided by the consultant
- Availability by telecommunication for advice regarding problems
- Availability, in person, of the consultant to the program
- Consulting with administration and program staff about specific problems
- Acting as a resource person to staff and the parents, including but not limited to, coordinating services and assisting families and program staff in identifying necessary resources
- Documenting the activities and observations required in a consultation log that is kept on file at the facility for two years
- Seeking and supporting the collaboration of multiple consultants serving the program

Our Educational Consultant, Kathy Michel, the Director of Children's Preschool, observes at the Center and meets with the Director. The Educational Consultant may also come to staff meetings to share observations and talk more formally with the teachers at their own or Director's request and may also come when invited to parent meetings.

The dentists and nurse are always available by telephone. Dr. Howard Charney (D.D.S), and Dr. Kenneth Fratarcangeli (D.M.D) will come to the Center if requested. Because most of the enrolled children are members of the Yale Health Plan, we use the YHP Department of Pediatrics as back-up consultants.

The Mental Health/Social Service Consultant, Dr. Michael Kaplan (M.D.), is also available by telephone or to meet with the director, staff or parents when requested.

The Dietician, Sarah Keil, reviews menus for the Center. Menus are created in accordance with the federal Child and Adult Care Food Program guidelines as administered through the Connecticut Department of Education. The Dietician is available by telephone for planning and evaluation on menus.

Our nurse consultant, Anisha Dinsmore (R.N.), comes to the program on a weekly basis to observe, check health forms and immunizations, remind parents about scheduling appointments, and consult with staff about questions and concerns. Her responsibilities include:

- Making, at a minimum, quarterly site visits to facilities that serve children three years of age and older; or for group child care homes, facilities that operate no more than three hours per day, or facilities that enroll only school age children, semi-annual site visits. Facilities that are closed during the summer months may omit the summer quarterly visit. Site visits shall be made by the health consultant during customary business hours when the children are present at the facility
- Reviewing health and immunization records of children and staff
- Reviewing the contents, storage, and plan for maintenance of first aid kits
- Observing the indoor and outdoor environments for health and safety
- Observing children's general health and development
- Observing diaper changing and toileting areas and diaper changing, toileting, and handwashing procedures
- Reviewing the policies, procedures, and required documentation for the administration of medications, including petitions for special medication authorizations needed for programs that administer medication
- Assisting in the review of individual care plans, as needed with special health care needs or children with disabilities, as needed
- Quarterly review of all injury, illness, incident, and accident reports

Specialized Consultants

Early Childhood Educational Consultant

Kathy Michel
Retired Director of The Children's Preschool
165 Union Avenue
West Haven, CT 06516
203.932.3836

Dentist

Howard Charney, DDS
Kenneth Fratarcangeli, DMD
2559 Dixwell Avenue
Hamden, CT 06514
203.248.0072

Physicians, Nurse and Nurse Practitioner

Anisha Dinsmore, R.N.
550 Woodpond Road
Cheshire, CT 06410
631.334.9136

Yale Health Plan, Department of Pediatrics
New Haven, CT 06520
203.432.0206
203.432.0123 (emergency)

Dietician

Sarah Keil
Yale Hospitality
246 Church Street 4th floor
New Haven, CT 06510
203.436.9499

Social Services

Michael Kaplan, M.D.
240 Bradley Street
New Haven, CT 06510
203.777.3969

Complaint Procedure and Administrative Oversight Policy
Connecticut Office of Early Childhood, Division of Licensing
450 Columbus Blvd, Suite 302, Hartford, CT 06103

We strive to ensure that the day-to-day operations of our program are aligned with the current Connecticut statutes and regulations for child care centers, the program policies, plans and procedures, program philosophy and best practice. Our program works hard to ensure that all children, families, and program staff have a daily positive experience. Should a parent or other person have a concern or complaint, these are the steps recommended by the State of Connecticut Office of Early Childhood. This procedure is for Child Care Centers which are licensed under the authority of Connecticut General Statutes 19a-79-1a through 19a-79-13.

Most difficulties within a child care program can be resolved through the following negotiating strategies:

1. Discussing the issue with the classroom teacher.
2. Discussing the issue with the Program Director, Susan Taddei (susan@calvinhilldaycare.org or 203-530-6606) and/or the President of the Board of Directors, Preethi Varghese-Joseph (preethiav@gmail.com or 203-675-3536).
 - At times if a concern or issue that is raised may need more attention, a meeting between the parties can be set at a mutually agreed upon time with the parties which can include the parents/ guardians, classroom teacher/program staff, the head teacher/alternate person in charge, and the director. We will also reach out to our professional consultants to assist with the conversations. We appreciate other perspectives and are committed to continuous quality improvements that will make the experience within our program a positive and nurturing one for all.
 - At any time during this meeting should there be an impasse and a resolution cannot be reached the matter will be brought to the attention of the administrative leadership team which includes: the executive director and the board of directors.
3. If the problem is not resolved, you may contact the Connecticut Office of Early Childhood Licensing Division. In case of an emergency, notify the Licensing Division as soon as the emergency is under control.
 - By phone to the complaint desk at 800-282-6063 or 860-500-4450 or
 - By filing online at <http://www.ctoec.org/contact-us/file-a-complaint>

In case of abuse/neglect or life-threatening situations, call 911 or the Department of Children and Families (DCF) at 800-842-2288 and the Connecticut Office of Early Childhood Division of Licensing.

All inspection reports and corrective action plans are available for your review:

- At your child care program
- Online at <http://www.211childcare.org/>
- Through a freedom of information (FOI) request from the OEC Licensing Division at <https://oecct.govqa.us/WEBAPP/rs/>

For families participating in Early Start Connecticut you may also contact the Program Liaison, Kerry Oberg (koberg@uwgnh.org or 203-691-4208). Any parent or program not satisfied with the suggested solution may contact the New Haven Early Childhood Collaborative Co-Chairs (tammyr@ctcercle.org and jheath@uwgnh.org) in writing and request a meeting with the Collaborative's Grant Committee.

Emergency Response Plans

Hazardous Weather and Snow Policy

Calvin Hill closings will be announced by e-mail, on Channel 8 (WTNH) and Channel 3 (WTIC) by 6:00 a.m., and via alert messages on Brightwheel.

Early Dismissals will be announced to families by e-mail and via Brightwheel. We ask that parents reply confirming that you received the message. We will only call individual parents who do not confirm the notification. In the case of early dismissal, parents are asked to pick their child up as soon as possible.

The Center makes every effort to remain open during bad weather. However, when there is a severe winter storm, we consider road conditions and the forecast in making a safe decision for all concerned. Decisions are made by the director based on information provided by Yale University Emergency Management and the decisions of other schools in the New Haven area.

Extended Shelter Policy

If weather or other conditions prevent a parent from reaching the Center to recover a child, staff (maintaining proper ratios) will care for the child until such time as the parent or emergency contact person can safely reclaim the child. If the parent or emergency contact person cannot reclaim the child, the child will be cared for at the Center and receive food, warmth and comfort as well as have a place to rest. If children must remain at the Center, the Director and other staff will use a three-day supply of emergency food, water, clothes, blankets, flashlights, diapers, and other necessary articles stored in the basement to care for such children.

Product Recalls

The Center receives weekly product recall emails from the Consumer Product Safety Commission which we forward to families and staff.

Weapons

Firearms and/or other lethal weapons are not allowed at the Center or on the premises at any time except for law enforcement personnel required to carry firearms.

Safety Drills

The Director supervises all safety drills for building evacuation and lockdown procedures. In the event she is not on site, the Administrative Associate is in charge, or the Head Teacher in each classroom should the Administrative Associate not be available.

Fire drills are conducted monthly under the supervision of the Director and the Yale University Fire Marshall. The Yale University Fire Marshall checks fire alarms, smoke and carbon monoxide detectors, emergency lighting, and fire extinguishers monthly.

Lockdown drills are conducted every other month under the supervision of the Director.

Lockdown

Should there be a security threat that necessitates a lockdown, all children will be taken to an interior classroom space, kept away from doors and windows, and made as comfortable as possible. All doors and windows will be locked. The Yale Emergency Police (911) will be called. As soon as possible, parents will be notified by e-mail that the Center is in lockdown. We ask that you reply to that e-mail confirming that you received it. We will call individual parents who do not confirm the e-mail notification.

Reasons for a lockdown include but may not be limited to:

- Information from local authorities.
- A threatening phone call from any source.
- Allegations about threats made in custody disputes.
- Environmental hazards.
- Suspicious activity or individuals outside the Center.

Building Evacuation

- Building evacuation plans are posted in each classroom. Evacuation from the building should be through the closest fire exit. There are two exits in the Kindergarten and Threes classrooms and three exits in the Preschool classroom.
- In the event of a building evacuation, children will be supervised by the staff assigned to their classroom. Teachers will take attendance. Assigned staff persons will check all bathrooms, offices, and other hidden places. Each classroom will go to their designated area:
 - Threes: their playground
 - Preschool: fairy house in the front of playground
 - Kindergarten: sandbox in the back of playground
- An assigned staff person in each classroom will take the emergency kit containing emergency cards and first-aid kit before leaving the building.
- Staff will pull the fire alarm as they exit the building to activate the emergency system.
- The Director (or other assigned staff member) will call Yale Emergency 911 to confirm that the fire department and other emergency personnel have been called. The building has a fire alarm that automatically calls the New Haven Fire Department and Yale Emergency Control.
- Staff members will contact individual parents (or other designated emergency contact) via e-mail to notify them of the emergency and provide additional instructions. We will only call individual parents who do not confirm the e-mail notification. Parents will be asked to pick their child up as soon as possible.
- If it is safe to enter the building, a staff member will retrieve children's outdoor clothing if necessary.

Evacuation by Foot

- If it is necessary to leave the premises entirely, staff and children will walk to the Foote School gym, next door to Calvin Hill. The Foote School telephone number is 203-777-3464. The street address is 50 Loomis Place. The website is www.footeschool.org.
- If Foote School evacuates, we will walk with them to the Albertus Magnus College Athletic Center located one block northwest of Calvin Hill at 860 Huntington Street. The Athletic Center telephone number is 203 773-8596. The website is www.albertus.edu.
- An assigned staff person in each classroom will take the emergency kit containing emergency cards, supplies, and a first-aid kit before leaving the building.
- As soon as a secure shelter has been established, staff members will contact individual parents (or other designated emergency contact) via e-mail to notify them of the emergency and shelter location. We ask that you reply to that e-mail confirming that you received it. We will only call individual parents who do not confirm the e-mail notification.
- An appropriate ratio of staff will remain with the children at the shelter until all children have been picked up or until it is safe to return to the Center. Should the children and staff return to the Center, each parent or emergency contact will be notified again.

Evacuation by Transportation

- If the Foote School gymnasium is deemed an unsuitable evacuation site, the Yale Office of Emergency Management will have established with Calvin Hill a different shelter location and provide transportation if necessary. The website for the Yale Office of Emergency Management is www.yale.edu/secretary/emergency.
- An assigned staff person in each classroom will take the emergency kit containing emergency cards supplies, and a first-aid kit before leaving the building.
- As soon as a secure shelter has been established, staff members will contact individual parents (or other designated emergency contact) via e-mail to notify them of the emergency and shelter location. We ask that parents reply to that e-mail confirming that they received it. We will only call individual parents who do not confirm the e-mail notification.
- An appropriate ratio of staff will remain with the children at the shelter until all children have been picked up or until it is safe to return to the Center. Should the children and staff return to the Center, each parent or emergency contact will be notified again.

Utility Failure

Should there be a power, water, or heat failure, staff and children will remain in the building unless a building evacuation is deemed necessary. Emergency lighting and flashlights will be used until a determination is made about safety.

Natural Disaster

In the event of a natural disaster such as high winds, serious storms, floods, and the like, children will remain on the premises in a safe area (in the basement classroom away from windows and doors in the case of high winds, for example). As soon as possible, parents will be notified by e-mail that the Center will close. We ask that you reply to that e-mail confirming that you received it. We will only call individual parents who do not confirm the e-mail notification.

Emergency Alerts

The Center receives emergency notifications regarding hazardous weather and public safety through the Yale Alert system, the New Haven Emergency Information Alert system, and the CT Alert system through the Connecticut Department of Emergency Services and Public Protection. These notifications come to us via e-mail, text, and phone call.

We encourage all families to sign up for these alert systems (<https://emergency.yale.edu/stay-informed/yale-alert>, www.ctalert.gov, and www.cityofnewhaven.com/EmergencyInfo/optinout.asp).

The Center also has a weather alert radio provided by the Department of Homeland Security that sets off an alarm when there is a weather watch or warning in our area.

Weather Conditions

The Center uses the weather guidelines from the Iowa Department of Public Health to determine the appropriate conditions and temperatures for outdoor play. In general, the children do not go outside when the wind-chill factor is 20 degrees or below or the heat index is 100 degrees or above.

Air Pollution

The Center receives daily environmental air quality updates from EnviroFlash, a service of the Connecticut Department of Environmental Protection about conditions in New Haven. Decisions about the canceling or limiting of outdoor activity are based upon the EnviroFlash updates, the local news air quality index, and the Air Quality Index Chart. Children are allowed outdoors only during acceptable outdoor air quality days. Children do not play near air polluting machinery or equipment. In the event of outdoor air pollution alerts, staff and children will remain indoors with windows and doors closed and will utilize air conditioners, if needed.

The acceptability of indoor air quality is ensured by maintaining a safe and clean environment, having a regular maintenance check for heating and cooling systems, using least toxic and fragrance-free cleaning products in children's spaces in children's spaces, and ensuring proper ventilation at all times, and having HEPA filters and carbon monoxide detectors in each room.

Smoking is not allowed at the Center either inside or on the premises. No smoking signs are posted at every outside door in the building and in every classroom.

Idling your vehicle in the parking area in front of our school is not allowed unless the vehicle needs to idle in extreme heat or cold to maintain interior or engine temperatures.

Emergency Supplies

The emergency supplies contain the **emergency cards** with emergency contact information (3 contacts in addition to parents), signed permission for medical and dental treatment, the name and numbers of the child's health care provider and dentist, and the hospital parents have designated for emergency care. The supplies also include class lists, a portable first aid kit, food, water, diapers, a flashlight, an emergency radio, and activities for the children.

- | | | |
|-------------------|----------------|--------------------|
| • Class lists | • Diapers | • Crackers |
| • First aid kit | • Wipes | • Soy butter |
| • Face masks | • Garbage bags | • Water |
| • Batteries | • Toilet paper | • Cups |
| • Emergency radio | • Paper towels | • Crayons |
| • Screwdriver | • Tissues | • Drawing paper |
| • Flashlights | • Hand wipes | • Permanent marker |
| • Gloves | • Purell | • Whistle |

Each classroom has a portable first aid kit for walks and trips away from the Center. First aid kits are always taken outdoors to the playground for scheduled outside times.



Calvin Hill Evacuation Plan #2:
Albertus Magnus College Athletic Center Gym
303 Huntington Street

Albertus Public Safety 203 507-5204 or 203 773-8509
Albertus Athletic Center: 203 773-8596
Albertus website: www.albertus.edu

ALBERTUS MAGNUS COLLEGE CAMPUS

1. **ROSARY HALL** Rosary Hall houses the College's library and state of the art learning commons and is the most recognized building on campus. Rosary Hall is the home of the Center for Teaching and Learning Excellence, which houses academic resources including the Office of Career and Internship Services, the Writing Center, tutoring services, and the Information Technology Services department.
2. **COSGROVE, MARCUS, MESSER ATHLETIC CENTER** 60,000 square feet of athletic and recreational facilities including full-sized basketball court, racquetball courts, volleyball courts, fitness room and weight room, dance studio, Olympic size swimming pool, and hot tub. The Athletic Center contains the offices of the Athletic Director, coaches, and athletic trainer, as well as an athlete-only fitness room.
3. **WELDON HALL** Weldon Hall is one of the original historic buildings on the Albertus campus and serves as the home of our Education Department.
4. **HUBERT CAMPUS CENTER** A large, multi-purpose facility that houses the Campus Bookstore, Campus Ministry, Campus Security, Student Services, Mailroom, Health Clinic, Counseling Services, and classrooms. Additionally, you will find the DeDominicus Dining Hall, Behan Community Room, Common Ground Cyber Lounge, House of Bollstadt study pub, and the Margaret L. McDonough Art Gallery.
5. **WALSH HALL** Home to the St. Catherine of Siena Chapel and several conference rooms. An outdoor gathering area and courtyard connects Walsh Hall to the Tagliatela Academic Center.
6. **TAGLIATELA ACADEMIC CENTER** State of the art facility featuring science classrooms and labs, MIS suite, computer lab, a production, editing, and post-production studio for communication majors, and the Kops Forum Teaching amphitheater. At the front of the building is a statue of St. Albert the Great, the Patron of our College.
7. **BREE COMMON** Adjacent to Aquinas Hall, Bree Common houses the Professional and Graduate Studies Program, the Devaney Conference Room, several lounges, and a coffee bar. There is also an atrium and patio for student gatherings and study.
8. **AQUINAS HALL** The main academic building on campus for classrooms, seminar rooms, computer facilities, lounges, computer labs, and faculty offices. On the second floor are Offices of Financial Aid, Academic Affairs, Registrar, and Business Office.
9. **SOFTBALL FIELD COMPLEX** Athletic softball turf field, newly-installed in August 2017.
10. **DOMINICAN HALL** Residence Hall.
11. **CELENTANO OUTDOOR FACILITIES** All-weather tennis courts, athletic turf field, running track, and 50 acres of campus for informal recreation.
12. **McAULIFFE HALL** Residence Hall.
13. **SIENA HALL** Residence Hall.
14. **SANSBURY HALL** Residence Hall.
15. **MOHUN HALL** Administrative offices of the President, office of Admission, office of Development and Alumni Relations, and Office of Marketing and Communications.
16. **NILAN HALL** Residence Hall.



Calvin Hill

Food and Nutrition

Healthy, appetizing, and nutritious food is important for supporting the development of children. Mealtimes are important community building and learning times at Calvin Hill. Children sit with the same children and teacher at the same lunch table every day. Food is served family style, and each table is an intimate and nurturing social group. The experience is designed to support conversation and learning, development of simple manners, and to help children and teachers to know each other well. The Calvin Hill Food Committee continuously reviews the menus for nutritional value as well as healthy choices and children's tastes. Weekly menus are posted on each floor, and a sample menu is on the website at calvinhilldaycare.org.

Calvin Hill participates in the Child and Adult Care Food Program and provides a morning snack/breakfast, lunch, and afternoon snack. The meals are prepared at the Center by the staff with menus worked out by Center staff and a dietician from Yale University in accordance with the standards of the Child and Adult Care Food Program and State of Connecticut dietitians. Past menus are kept on file for review by our dietician and representatives of the CACFP. The Center's three kitchens are licensed by the Department of Health, and one staff member is licensed to supervise the preparation and serving of food. In general, we try to provide meals that are simple and appealing to children with as little sugar and processing as possible. Although the choices may appear monotonous to adults, the children usually eat enthusiastically.

- Before eating snack and lunch, children and adults wash their hands. Children often help to set the tables, and clear their own places.
- **Morning snack/breakfast (served between 8:00 and 10:00 a.m.)** is usually self-serve with teacher supervision, conversation, and help, and consists of cereal and milk, occasionally bagels, yogurt, toast, etc.
- **Lunch (served between 12:15 and 1:15 p.m.)** is generally cooked (hot) two days (pasta, rice and cheese, chicken strips, etc.) and cold three days (tuna, cheese, soy butter sandwiches, etc.) Fresh fruit, milk and fresh or cooked vegetables are part of every lunch. One staff member per day in each classroom is responsible for set up, any cooking, and cleanup of lunch.
- **Afternoon snack (served between 3:15 and 3:30 p.m.)** consists of crackers or fresh vegetables and dip, soy butter, yogurt, etc. Teachers sit and talk with children during afternoon snack.
- Menus are posted on the parent bulletin boards or in the kitchens, and we encourage parent interest. We make efforts to include foods from the children's many diverse backgrounds and welcome family participation to share cultural customs and foods and to do cooking activities with us.
- As we have ample and nutritious food available, we ask that parents do not send children with extra treats or snacks, and to inform us of any allergies their child might have.
- All foods such as grapes, cherry tomatoes, carrots, and chicken nuggets will be cut into appropriate-sized pieces to avoid choking hazards.
- Calvin Hill is a **nut-free and peanut-free** school. No peanut butter or nuts or nut products will be served or permitted in the building.

Feeding of Children with Special Feeding Needs

Every effort will be made to accommodate children with special feeding needs including food allergies, medical conditions, and religious or cultural dietary restrictions.

The teachers will document the type and quantity of food that the child consumes. This information will be shared with the child's family daily.

As recommended by the CACFP, we only serve food brought into the Center that is prepackaged with an ingredient label, so we know exactly what it contains.

Birthday Celebration Policy

The specialness of each child's birthday is to be cherished, and we have developed some guidelines for birthday celebrations. Foremost, in keeping with the National Association for the Education of Young Children's policy of not allowing any food from home to be brought into the classroom, our classroom celebrations will NOT include any special foods. Our policy does focus on all other developmentally appropriate aspects of embracing each child's birthday.

Each classroom has a special way of celebrating birthdays. These traditions are intended to recognize birthdays in a simple but meaningful way to the children.

Threes Program

- Sing special birthday songs and blow out a special birthday candle.
- Invite the child to wear a special birthday crown (if they would like to).
- Read stories that feature growing up, special celebrations, etc. (you may want to send in a favorite story from home to be read to the class).
- Take a picture of your child on his/her birthday to send home at the end of the day.

Preschool Program

- Sing special birthday songs.
- Decorate a birthday poster.
- Take a picture of your child on his/her birthday to add to our birthday chart.
- Reading one of their special stories from school or home with the class.

Kindergarten Program

- Asking the children an important question: what can they do now that they could not do before? The children will write down their words (or dictate them to a teacher) and illustrate the page.
- Taking a photograph of them alongside their words and illustration.
- Reading one of their special stories from school or home with the class.
- The finished products will be collected in a notebook to share in the classroom.

While we do mark children's birthdays at Calvin Hill, parents are asked not to distribute birthday invitations for outside parties at school even if everyone is invited. They are instructed to use personal email or regular mail for this purpose. Often cards left in pockets are lost or never retrieved and this can create hurt feelings. We also ask that you not send in goody bags for your child's birthday. Families pay tuition on a sliding scale, and we don't want to set a precedent that puts pressure on families to purchase goody bag items for all the children. Parents are also asked not to plan birthday parties during school hours, even if everyone is invited, as this is disruptive to the whole school day.

Nap Time, Sleep and Rest

Calvin Hill strives to meet children's needs for active as well as quiet time during a long day. Because the program *is* so active, we find that most children in the Threes and Preschool Programs sleep at naptime. Each child's cot has a regular place, special to the child. Nap and quiet time are usually a serene period. Teachers sit quietly with children to help them relax and feel comfortable. Soothing music is played.

Naptime at Calvin Hill is from about 1:30 to 3:00 p.m. in the Threes Program and the Preschool Program. Children who do not sleep after resting on their cots for a period of time are offered a quiet choice such as drawing, puzzles, or looking at books. According to our Pediatric Consultant, Dr. Sydney Spiesel, it is developmentally important that all children have a calm, relaxed, unexcited time to punctuate periods of higher activity and excitement at other times in the play day. This relaxed time, asleep or awake, allows children to process the learning and interpersonal interactions of the more active times and, as well, to slowly acquire the self-modulating abilities that they need as their development advances.

Staff members sit with children while they sleep. Teachers have designated areas and supervise the same children each day. Nurturing and supportive relationships are built in this way, as teachers offer continuity and comfort to children during this vulnerable time.

Threes families should send in a crib sheet to cover your child's cot, a small blanket, and a soft toy for your child to sleep with. Threes Program bedding is stored in children's own individual bags, spaced apart and hung on hooks in the nap rooms. Bedding is sent home once a week to be cleaned.

Preschool families should send in a small blanket and soft toy for your child to sleep with. We provide cot sheets for that classroom. Preschool bedding is stored in children's own individual backpacks and stored in their buckets. Bedding is sent home once a week to be cleaned.

The Kindergarten Program has a quiet choice time from 1:30 to 2:45 when children may do a quiet activity such as drawing, looking at books, using small manipulative construction materials, either on their own or with one other child.

Hand Washing

Hand washing procedures are posted next to every sink in each classroom and in the kitchens and bathrooms. Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and others.

Children and staff are taught hand-washing procedures and are periodically monitored. Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

Children and caregivers should use this method to make sure their hands are free of germs.

- Use liquid soap and running water.
- Rub your hands vigorously into a soapy lather for 20 seconds.
- Wash all surfaces
 - including backs of hands
 - wrists
 - between fingers
 - under and around any jewelry
 - under fingernails
- Rinse your hands well. Leave the water running.
- Dry your hands with a single-use towel.
- Turn off the water using a paper towel instead of bare hands.

Children and Caregivers should wash their hands at the following times:

- When they arrive at the Center
- During transitions in the daily routine
- After diapering or using the toilet
- After handling body fluids (tears, saliva, mucus, blood, vomit)
- Before and after preparing or serving meals and snacks
- Before and after playing in water
- After handling pets or other animals or coming in contact with any surfaces that might be contaminated by contact with animals.
- After handling any materials such as sand or dirt
- Before and after playing on the playground.

Caregivers should also wash their hands at the following times:

- Before and after administering medication
- After handling garbage or cleaning
- After assisting a child with toileting, diapering, or changing wet or soiled underclothes
- After assisting a child who may be sick

Other guidelines:

- Staff wear gloves when contamination with blood may occur.
- Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.
- In situations where sinks are used for both food preparation and other purposes, staff clean and disinfect the sinks before using them to prepare food.

Exposure to Blood and Other Potentially Infectious Materials

Staff will follow the standard universal precautions for childcare recommended by the Centers for Disease Control and Prevention in handling any fluid that might contain blood or other body fluids. Standard precautions require treating all blood, products, and other bodily fluids as potentially infectious. The instructions for implementing standard precautions are:

- Surfaces that may come in contact with potentially infectious body fluids, such as changing tables, must be disposable or made of a material that can be disinfected.
- Spills of body fluids, feces, nasal and eye discharges, saliva, urine, and vomit should be cleaned up immediately with detergent, rinsed with water, and disinfected.
- Use a barrier such as non-porous gloves (e.g., latex or vinyl) to minimize contact of mucous membranes or openings in skin with potentially infectious body fluids.
- Cover cuts or scratches with a bandage until healed.
- Be careful not to get any of the fluid you are handling in your eyes, nose, mouth, or any open sores you may have.
- Use a disposable absorbent material like paper towel to stop bleeding.
- Put contaminated laundry and materials in securely sealed plastic bags and place them in a closed container inaccessible to children.
- Clean and disinfect any nonporous surfaces, such as countertops and floors, onto which body fluids have been spilled, using the procedure for disinfecting surfaces described in the Cleaning, Sanitizing, and Disinfecting Frequency Table.
- Clean and disinfect any porous surfaces, such as carpeting, by blotting, spot cleaning with a detergent-disinfectant. The rug can then be shampooed, and steam cleaned by our contracted cleaner.
- Be sure to wash your hands for at least 20 seconds after cleaning any spill.

Any toy that a child places in his or her mouth or is contaminated by any body fluid secretion or excretion is to be washed by hand using water and detergent, then rinsed, sanitized, and air dried or washed and dried in the dishwasher before being used by another child.

All staff members are trained by our Nurse Consultant in ways to protect themselves using standard, universal precautions.

Health Policies

The Center strives to maintain a healthy environment for children and adults at all times. Children's health forms must be completed by a health care provider and be placed on file at the Center at the beginning of the school year. A registered nurse will visit each classroom every week to help review and maintain health records and offer health consultation to the Director and staff. The Center tracks immunization information in an electronic, secure web-based database (Brightwheel) maintained by our nurse consultant onsite. A mental health consultant (child psychiatrist) visits weekly to observe in classrooms and offer consultation to the staff and Director. He is available to consult with parents in the program when requested by a family, as well as teachers.

Physicals

- It is a Connecticut State law that no child may attend school without a completed, current (within the year), CT Early Childhood Health Assessment Record physical form including the results of their physical exam, an up-to-date immunization record, routine screening tests including vision and hearing, and plans for follow up on any abnormal results.
- Forms can be found on the CT Department of Education website. Parents must also sign this form indicating their permission to release this information to us. Health forms can be faxed to Calvin Hill at 203-764-6575 or parents may upload forms to Brightwheel.
- If a child is overdue for any routine health services, parents will need to provide evidence of a scheduled appointment for your child to remain enrolled in the program.

Insurance

- We must have current health insurance coverage information at all times in case of an emergency.

Emergency Contact Information

- We must have current emergency contact information for every child by the first day of school. This information is kept in each child's file in the office as well as on an emergency card kept in each classroom. The emergency cards will be transported with a child in an emergency.
- Parents must provide us with any updates or changes to their child's emergency contact and insurance information when necessary. We ask families to review, update, and confirm their emergency contact and insurance information annually.

Annual Flu Vaccination

- The CT Department of Public Health regulations states that all children ages 6 months to 59 months old attending a childcare center are required to have a flu shot by December 31st of each year.
- Calvin Hill must be given a signed/dated statement from each child's health care provider indicating that the child has received this year's flu vaccine or a signed/dated statement indicating that the child has a medical contraindication to the immunization. When children do not meet this requirement, our day care license is in jeopardy. Children who do not receive the flu vaccine by December 31st will be excluded from our program until they receive at least one dose of the vaccine or for this duration of the flu season (through March 31st).

Individual Health Care Plans

- For a child with a known medical or developmental problem, an Individual Health Care Plan (IHCP) as well as appropriate medication, equipment, and documentation must be maintained at the school after being reviewed and accepted by our staff and Nurse Consultant.

Medical Exemptions for Immunizations

- Children who are exempt from certain immunizations for medical reasons must provide a Connecticut Department of Public Health Exemption Certificate. Forms can be found on the CT Department of Education website.
- Individuals with medical exemptions shall be permitted to attend except in the case of an outbreak of vaccine-preventable disease. In the event of a school or community outbreak of vaccine preventable disease, all susceptible individuals will be promptly excluded based on public health officials' determination that our school could be a significant site for disease exposure, transmission, and spread into the community. Parents will be called and instructed to pick up their child immediately. Individuals without proof of immunity shall be excluded for this reason and will not be able to return until the danger of the outbreak has passed as determined by public health officials, the individual becomes ill with the disease and completely recovers, or the individual is immunized.

Illness and Exclusion Policy for Children and Staff

(References: Model Child Care Policies, 4th edition, Caring for Our Children, 4th edition 2019, CCHLP Health Policy Evaluation: NHSPS Codes Reference Sheet, National Training Institute for Child Care Health Consultants, Centers for Disease Control and Prevention.)

One of the greatest concerns for childcare providers has been how to keep everyone healthy and minimize the spread of disease, especially since the COVID-19 pandemic. Good hygiene practices – especially frequent hand washing, careful diaper changing, and regular cleaning of surfaces with a disinfecting solution – significantly reduce sources of infection in the environment.

The Center receives communication from the Connecticut and New Haven Health Departments and is responsible for reporting any infectious disease occurrence at Calvin Hill to them. The Center follows Health Department recommendations about the exclusion of ill persons from school and documents all absences due to illness.

Calvin Hill officials must be notified if a teacher or child is absent due to any sickness. The staff will ask parents to describe and communicate children's symptoms when they call in an absence. Individuals with a temperature of 100.4 degrees or higher or exhibiting the following symptoms must be out of school while they are symptomatic and must be home for 24 hours with no symptoms and no fever reducing medication.

- Fever, cough, shortness of breath
- Chills, repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- Loss of taste and/or smell
- Nausea, vomiting and/or diarrhea

911 should be called for the following severe symptoms:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion or inability to arouse
- Bluish lips or face
- Loss of circulation to the feet

Individuals must also stay home if:

- An illness prevents them from participating comfortably in facility activities.
- An illness results in greater care than the staff can provide without compromising the health and safety of the other children.

Or, they have any of the following conditions:

1. **COVID-19:** They must be **symptom-free** and fever free for 24 hours without any fever-reducing medication before returning to school. Individuals must mask at school through day 10 or show two negative rapid tests, 48 hours apart, after day 5, and be respiratory symptom free.
- **Mouth sores or cold sores** (Herpetic gingivostomatitis) with drooling unless the condition is noninfectious.
- **Conjunctivitis** (pink eye) defined as pink or red conjunctiva with white or yellow eye discharge. Exclusion required until the child has had two doses of treatment.
- **Scabies, head lice** or other infestation: Must be treated to return; for head lice-child must be nit-free to return.
- **Impetigo:** Must be treated to return.
- **Strep throat** or other streptococcal infection: Exclusion required until the child has had two doses of antibiotic and cessation of fever for 24 hours with no fever reducing medication

- **Chicken pox (varicella):** Until 6 days after the onset of rash or until no new lesions have appeared for at least 24 hours and all sores have dried and crusted. (Shingles is a reactivation of the same virus. Exclusion may be unnecessary if the sores are covered.)
- **Pertussis (whooping cough):** Until 5 days of antibiotic treatment has been completed.
- **Hepatitis A:** Until 1 week after onset of illness or as directed by the health department when passive immunoprophylaxis has been administered to appropriate children and staff.
- **Tuberculosis:** As determined by a health care provider.
- **Measles:** Until 4 days after the onset of rash.
- **Mumps:** Until 9 days after onset of parotid gland swelling.
- **Rubella (German measles):** Until 7 days after the onset of rash.

It is important for parents to formulate reliable alternative childcare plans for times of illness. Although this may be difficult for families, it is essential to keeping everyone healthy. When individuals return to school before they are fully well, the other children and teachers are exposed to contagious diseases. When teachers are absent due to illness, the program cannot continue at full strength for all children. Individuals should come to school only if they are well enough to participate in both indoor and outdoor activities.

The Center will call families if a child becomes ill at school and must be taken home. The Center must have a telephone number where parents can be reached at all times in such an eventuality. Children who become ill at school will be made comfortable in an area away from other children but within sight and sound of the staff. Children who develop respiratory symptoms while at school must wear a mask until they go home. A staff member will supervise the child until a parent or other contact can come and pick them up within the hour. The staff will share symptoms upon pick-up in order to make sure the child receives appropriate follow up treatment either at home or by a healthcare provider. The child's symptoms will be documented on an illness report form prepared by a teacher and signed by the Director and a parent (see example next page).

If the Center has requested that an individual be seen by a health care provider, a medical release concerning the nature of the illness and the date the person may return to school must accompany the individual. The individual may return to the program depending on the health care provider's recommendation and the Director's discretion.

The Director of the Center must be notified as soon as possible if an individual should contract a communicable disease such as COVID-19, flu, chicken pox, strep throat, fifth's disease, etc. The entire class will be notified if an individual has a positive diagnosis. Every attempt will be made to identify individuals who may have an illness that can pose a threat to pregnant staff or parents (such as CMV, chicken pox, or fifth's disease) and to ensure exclusion while contagious.

Seasonal and Environmental Allergies

Respiratory allergy symptoms are very similar to the symptoms of respiratory viral illnesses. Please provide a note from your child's health care provider confirming the diagnosis of seasonal allergies, including a list of all prescribed allergy medications.

Children who are experiencing allergy symptoms (runny nose, cough) must wear a mask indoors at school and feel well enough to fully participate in the program activities until a doctor's note is received confirming allergy diagnosis.

Illness Report Form

Calvin Hill Day Care Center, 150 Highland Street, New Haven, CT 06511, 203-764-9350

Child or teacher's name _____ Birthdate ____/____/____

Date ____/____/____ Person providing care _____

Description of symptoms _____

Actions taken by staff _____

Name of parent/legal guardian notified _____

Notification time ____:____ am/pm Notified by _____ via _____

Name of supervisor notified _____ Signature of Supervisor _____ Date ____/____/____

Signature of staff member completing this form _____ Date ____/____/____

Signature of parent/legal guardian _____ Date ____/____/____

Nurse Consultant _____ Date ____/____/____

Head Lice Policy

The issue of head lice has become common in most schools over the last few years. Calvin Hill has developed a policy to help control the spread of this highly contagious problem and ensure quick and effective treatment. Unfortunately, lice are difficult to prevent. Our policy follows:

- Parents, in the regular routine of bathing and shampooing, take responsibility for checking the child's hair and scalp carefully. Head lice are tiny and hard to detect. Teachers can show parents what to look for.
- Parents must immediately report any signs of lice or nits (eggs) to Calvin Hill. Untreated conditions can lead very quickly to a much more widespread infestation. We can provide information and support about treatment and control at home.
- Calvin Hill's nurse and staff will conduct spot checks throughout the year, as back up for parents' vigilance. Children will be sent home if evidence of infestation is observed, and the entire classroom's families notified by the director (without identifying the child/children).
- Calvin Hill's policy is a "NO NIT" policy. A child cannot return to school after evidence of infestation is found unless their head is completely nit-free (no evidence of any eggs). The child will be checked at school before returning to the classroom.

Each family is informed of this policy in advance so they will understand that there may be times when they will need to pick up their child during the day. We recognize that this is an inconvenience for working parents. However, a clear and firm policy, understood in advance by everyone associated with the Center is one of the most effective ways of limiting exposure and protecting the health, safety, and well-being of the entire Calvin Hill community.

Masks

Masks slow the spread of respiratory illnesses by blocking and containing the wearer's respiratory droplets, preventing them from being spread to others.

Calvin Hill requires wearing masks in the following situations:

2. Individuals who develop respiratory symptoms while at school must wear a mask until they go home.
3. Individuals who have tested positive for COVID-19 must mask at school through day 10 or show two negative rapid tests, 48 hours apart, after day 5, and be respiratory symptom free.

Like other self-help skills, we expect that there will be a developmental continuum of mastery when it comes to using masks. The teachers will model, support, and remind children about the way to use masks properly. Children shall not be excluded from the program nor isolated from their peers due to the child's non-compliance with mask wearing. However, parents or guardians who refuse to permit their child to wear a mask in required situations could result in a suspension of services and/or deemed breach of their Tuition Agreement.

It may also help your child acclimate smoothly to have some practice with mask wearing at home and/or in the community before beginning school. Parents may request that their own child wear a mask while at school.

The following guidelines on the proper use of masks will be required of teachers and modeled for the children:

To wear a mask:

- Wash your hands before you put on your mask.
- The mask should cover your mouth, nose, and chin.
- If mask is disposable, ensure that the thin metal wire along the top edge of the mask is gently pressed against the bridge of your nose.
- The mask can be worn for the entire day unless it becomes soiled/damaged.
- Practice good hand washing, especially after touching or adjusting your mask.

To remove a mask:

- Remove it by the straps.
- Do not touch the outer surface of the mask.
- Fold it carefully so the outer surface is folded against itself.
- Place cloth masks in a clean, paper bag.
- Dispose of paper masks in a closed trash can.

All recommendations are subject to change. All updates to these policies and procedures in response to new information will be communicated to all families and staff.

Monitoring of Diabetes Policy

Prior to attending our program, the parent(s) of a child with diabetes mellitus will meet with the Director and Health Consultant to review the Monitoring of Diabetes Policy and discuss how the individual needs of the child will be met while at the Program

An individualized plan of care for the child will be developed with the child's parent(s) and health care provider and updated as necessary. The plan will include appropriate care of the child to prevent and respond to a medical or other emergency and will be signed by the parent(s) and program staff responsible for the care of the child.

While the child attends the Program a director, head teacher, or program staff designated trained in a First Aid course and trained to administer finger stick blood glucose tests will be on site.

At the time of enrollment, the child's parent(s) will provide the necessary equipment and supplies to meet the child's individualized needs. The glucose testing supplies and other necessary equipment and supplies will be labeled with the child's name and will remain inaccessible to children when not in use.

A signed agreement from the child's parent(s) will be provided agreeing to check and maintain the child's equipment in accordance with the manufacturer's instructions, restocks supplies, and removes material to be discarded from the facilities on a daily basis. All materials to be discarded will be kept locked in an appropriate location until it is given to the child's parent(s) for disposal.

We will keep the following records as part of the child's medical record and will be updated annually or when there is any change in the information.

A current written order signed and dated by the child's physician, physician assistant or advanced practice registered nurse indicating:

- The child's name
- The diagnosis of diabetes mellitus
- The type of blood glucose monitoring test required
- The test schedule
- The target ranges for test results
- Specific actions to be taken and carbohydrates to be given when the test results fall outside specified ranges
- Diet requirements and restrictions
- Any requirements for monitoring the child's recreational activities
- Conditions requiring immediate notification of the child's parent(s), emergency contact, the child's physician, physician assistant, or advanced practice registered nurse

An authorization form signed by the child's parent(s) which includes the following information:

- The child's name
- The parent(s) name
- The parent(s) address
- The parent(s) telephone numbers at home and work
- Two adult, emergency contact people including names, addresses, and telephone numbers
- The names of program staff designated to administer finger stick blood glucose tests and provide care to the child during testing
- Additional comments relative to the care of the child, as needed
- The signature of the parent(s)
- The date the authorization is signed
- The name, address, and telephone number of the child's physician, physician assistant, or advanced practice registered nurse

The Program will ensure the child's parent(s) receive daily results of all blood glucose tests and any action taken based on the test results via Brightwheel messaging. The test results and any action taken will be documented in the child's medical record. Incidents and emergencies will be reported to the child's parent(s) and the child's physician. Blood glucose testing will be conducted away from other children, respecting the child's privacy and safety needs.

Sunscreen

We encourage families to use sunscreen from May to September, ideally one that is PABA-free and has an SPF of 30 or higher. Please apply sunscreen to all potential areas of sun exposure before your child gets dressed for the day. It generally takes an hour for sunscreen to absorb sufficiently to be completely effective. Wearing a hat is also recommended. All children should wear sunscreen, regardless of skin tone.

The Center has hypo-allergenic sunscreen (Waterbabies SPF 50) for all the children to use for their second sunscreen application before afternoon outside time. If you allow us to use this sunscreen on your child, write “yes” on the whole class permission sheet and sign. This permission will be good for the entire year.

If you prefer that we not use sunscreen on your child at all, write “no” on the whole class permission sheet and sign.

If you prefer a different sunscreen, write “no” on the whole class permission sheet and sign. You will then need to fill out a separate non-prescription medication administration form that we will keep with your sunscreen from home.

Insect Repellent

When public health authorities recommend use of insect repellents due to high risk of insect-borne disease, only repellents containing DEET are used. Staff will apply insect repellent no more than once a day and only with written parental permission. We ask that parents apply insect repellent in the morning before school when there is a high risk of infection.

The Center has a DEET containing insect repellent (OFF Family Care) for all the children to wear before afternoon outside time. We ask that you sign a permission sheet allowing us to use this insect repellent on your child at those times. This permission will be good for the entire year.

If you prefer that we not use insect repellent on your child at all, circle “no” on the permission sheet and sign.

If you prefer a different insect repellent, we will ask you to fill out a separate non-prescription medication administration form that we will keep with your insect repellent from home.

Medication Administration and Storage Policy

In general, it is the policy of the Center to administer medication only in cases when it is clear that the parent cannot give the medication within the hours prescribed. The Center will administer medications which include prescribed inhalers, premeasured commercially prepared injectable medication, non-prescription topical medication, oral medications, and rectal medications. A parent and the child's health care provider must sign a medication authorization form for both prescription and over the counter medication (see next page). A child's diagnosis of asthma or allergy will also require an emergency action plan. This is a state regulation. The Center can receive a fax of this order at 203-764-6575.

All medications are to be labeled with the child's first and last names, the date that either the prescription was filled or the recommendation was obtained from the child's licensed health care provider, the name of the licensed health care provider, the expiration date of the medication or the period of use for the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.

All educators and administrators are trained in the administration of medication by a physician, physician assistant, APRN, or RN and renewed every three years. Training for premeasured commercially prepared injectable medications is renewed each year. Because all our teachers and administrators are trained in medication administration, if a physician or dentist orders a special medical management procedure for a child, we can ensure that an adult trained in the procedure will be on-site whenever the child is present. At no time is an untrained staff member, such as a college student helper, allowed to administer prescription medications. Staff responsibilities include, but are not limited to, ensuring the medication administration form is complete and that the medication being received matches the medication orders and stored as directed. The center staff will keep accurate documentation of all medications administered. Included, but not limited in the documentation are:

- Name, address, and DOB of the child.
- Name of the medication and dosage.
- Pharmacy name and prescription number.
- Name of authorized prescriber.
- The date and time the medication was administered.
- The dose that was administered.
- The level of cooperation of the child.
- Any medication errors.
- Food and medication allergies.
- Signature of the staff administering.
- Any comments.

Parents will be notified by phone or email when/if a child has been administered any prescription medication.

Medications are kept in a locked container. However, emergency medications, such as EpiPens, are kept in an unlocked container inaccessible to children according to CT Department of Health regulation 19a-79-9a (b)(5)(C):

- Equipment and medications prescribed to treat asthma, administer glucagons, or as an emergent first line of defense medication against an allergic response shall be stored in a safe manner, inaccessible to other children, to allow for quick access in an emergency.
- Kindergarten Epi-pens are stored in a bag that the teachers take with them to the playground. While inside, this bag is hung in the Kindergarten kitchen out of reach of children.
- Preschool Epi-pens are stored in a bag that the teachers take with them to the playground. While inside, this bag is kept on a shelf by the front door out of reach of children.
- Threes Epi-pens are stored in a bag that the teachers take with them to the playground. While inside, the bag is hung in the Threes office out of reach of children.

FORM A2

Authorization for the Administration of Medication by School, Child Care and Youth Camp Personnel

In Connecticut schools, licensed Child Day Care Centers and Group Day Care Homes, licensed Family Day Care Homes, and licensed Youth Camps administering medications to children shall comply with all requirements regarding the Administration of Medications described in the State Statutes and Regulations. Parents/guardians requesting medication administration to their child shall provide the program with appropriate written authorization(s) and the medication before any medications are administered. Medications must be in the original container and labeled with child's name, name of medication, directions for medication's administration, and date of the prescription.

Authorized Prescriber's Order (Physician, Dentist, Optometrist, Physician Assistant, Advanced Practice Registered Nurse or Podiatrist):

Name of Child/Student _____ Date of Birth ____/____/____ Today's Date ____/____/____

Address of Child/Student _____ Town _____

Medication Name/Generic Name of Drug _____ Controlled Drug? ☐ YES ☐ NO

Condition for which drug is being administered: _____

Specific Instructions for Medication Administration _____

Dosage _____ Method/Route _____

Time of Administration _____ If PRN, frequency _____

Medication shall be administered: Start Date: ____/____/____ End Date: ____/____/____

Relevant Side Effects of Medication _____ ☐ None Expected

Explain any allergies, reaction to/negative interaction with food or drugs _____

Plan of Management for Side Effects _____

Prescriber's Name/Title _____ Phone Number (____) _____

Prescriber's Address _____ Town _____

Prescriber's Signature _____ Date ____/____/____

School Nurse Signature (if applicable) _____

Parent/Guardian Authorization:

☐ I request that medication be administered to my child/student as described and directed above

☐ I hereby request that the above ordered medication be administered by school, child care and youth camp personnel and I give permission for the exchange of information between the prescriber and the school nurse, child care nurse or camp nurse necessary to ensure the safe administration of this medication. I understand that I must supply the school with no more than a three (3) month supply of medication (school only.)

☐ I have administered at least one dose of the medication with the exception of emergency medications to my child/student without adverse effects. (For child care only)

Parent/Guardian Signature _____ Relationship _____ Date ____/____/____

Parent /Guardian's Address _____ Town _____ State _____

Home Phone # (____) _____ - _____ Work Phone # (____) _____ - _____ Cell Phone # (____) _____ - _____

SELF ADMINISTRATION OF MEDICATION AUTHORIZATION/APPROVAL

Self-administration of medication may be authorized by the prescriber and parent/guardian and must be approved by the school nurse (if applicable) in accordance with board policy. In a school, inhalers for asthma and cartridge injectors for medically-diagnosed allergies, students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from a student's parent or guardian or eligible student.

Prescriber's authorization for self-administration: ☐ YES ☐ NO _____
Signature _____ Date _____

Parent/Guardian authorization for self-administration: ☐ YES ☐ NO _____
Signature _____ Date _____

School nurse, if applicable, approval for self-administration: ☐ YES ☐ NO _____
Signature _____ Date _____

Today's Date _____ Printed Name of Individual Receiving Written Authorization and Medication _____

Title/Position _____ Signature (in ink or electronic) _____

Note: This form is in compliance with Section 10-212a, Section 19a-79-9a, 19a-87b-17 and 19-13-B27a(v.)

Medical and Dental Injuries

Calvin Hill Staff are trained in Pediatric First Aid, Medication Administration, and CPR. The Center strives to maintain a safe environment. Children are under adult supervision at all times. However, accidents can happen, and teachers are prepared to treat minor incidents such as scrapes, abrasions, bumps, etc. administering first aid and using universal precautions. Parents will be informed immediately of the incident through a Brightwheel message or phone call.

Emergency cards with signed parental permission for emergency treatment are on file in each classroom office. Emergency contact numbers for parents are also posted in each classroom office and in the main office. Parents must review and update this information quarterly.

In case of a minor injury to a child, teachers should follow the procedures listed below:

1. Provide emergency first aid care. This will be provided by those teachers trained and certified in first aid.
2. Notify parents immediately of the incident through a Brightwheel message or phone call.
3. Contact our nurse consultant for guidance, if necessary.
4. Complete an injury report (see example on next page). A copy of the injury report should be filled in the nurse consultant injury log as well as the child's individual folder in the central office as soon as this procedure has been completed. These reports are reviewed by the Director and the Nurse Consultant weekly to identify hazards for corrective action. Parents will be asked to sign and date when they receive a copy of the report.

Medical and Dental Emergencies

In an emergency, Center staff will call 911 first, and then parents. Parents may request where their child will receive emergency treatment, but the emergency responders will make the final decision.

A Calvin Hill teacher will accompany the child to the emergency room if the parents are not present. The teacher should take the child's emergency card and enrollment folder containing the child's physical with them. Note any allergic reactions of children to medication as listed on the health form and emergency card and communicate this to the hospital. Teachers will also complete an injury report that day.

Dental emergencies are handled as other emergencies, with the addition that the dentist whose name has been supplied by the family, or the Dental Consultant will be called for consultation.

Injury Report Form

Calvin Hill Day Care Center, 150 Highland Street, New Haven, CT 06511, 203-764-9350

Child or teacher's name _____ Gender _____ Birthdate ____/____/____

Injury date ____/____/____ Injury time ____:____ am/pm Witness _____

Cause of injury ☐ Fall from standing ☐ Fall to surface Estimated height of fall ____ feet ____ inches Type of surface _____
☐ Bitten by another child ☐ Injured by another child ☐ Injured by an object ☐ Choking ☐ Motor vehicle
☐ Insect sting ☐ Animal bite Specify _____

Body part injured ☐ eye ☐ ear ☐ nose ☐ mouth ☐ teeth ☐ other part of face ☐ other part of head ☐ neck ☐ chest
☐ back ☐ buttocks ☐ genitals ☐ arm/wrist/hand ☐ leg/ankle/foot ☐ Specify _____

Type of injury ☐ cut ☐ bruise or swelling ☐ scrape ☐ puncture ☐ broken bone or dislocation ☐ sprain ☐ burn
☐ crushing injury ☐ loss of consciousness ☐ other (specify) _____

Incident location ☐ playground ☐ classroom ☐ bathroom ☐ kitchen ☐ doorway ☐ stairway ☐ office ☐ on field trip
☐ other (specify) _____

Equipment/product involved ☐ climber ☐ slide ☐ swing ☐ playground surface ☐ sandbox ☐ tricycle
☐ other (specify) _____

Describe first aid given at facility _____

Name of person providing treatment _____

☐ No doctor or dentist treatment needed ☐ Treated as an outpatient ☐ Hospitalized Number of days _____

Corrective action to prevent recurrence _____

Name of parent/legal guardian notified _____

Notification time ____:____ am/pm Notified by _____ via _____

EMS (911) or other medical professional ☐ Not notified ☐ Notified ☐ Time notified ____:____ am/pm

Name of supervisor notified _____ **Signature of Supervisor** _____ Date ____/____/____

Signature of staff member completing this form _____ Date ____/____/____

Signature of parent/legal guardian _____ Date ____/____/____

Nurse Consultant _____ Date ____/____/____

Fees and Finances

The first non-refundable tuition installment is paid along with your signed contract. There are three payment schedules for the balance from which to choose:

- in eight (8) additional installments the first day of each month for September-April
- in two installments in September and January
- in one installment in September

All fees are to be paid by the first week of April.

In addition, some New Haven families may be eligible for an Early Start CT grant that is designed to enable low-income families to have equal access to high quality early childhood education. Funds to subsidize this grant are approved in July of each year. Families may apply for this funding which is allocated according to the number of slots allotted to Calvin Hill as well as individual family income. A published sliding scale is made available to eligible families and their contracts with Calvin Hill are renegotiated when the grant has been awarded. The grant covers a portion (not all) of the family tuition at Calvin Hill. The Center can also advise families about other funds available for childcare from the Connecticut Department of Social Services.

Parents are asked to keep their canceled checks as receipts for tax purposes. Some of their day care and kindergarten expenditures are tax deductible. The Calvin Hill IRS Tax ID Number is 06-0865321. There will be a \$20 charge for returned checks. Cash or a cashier's check will be required if a subsequent check is returned for insufficient funds.

Once a child has been accepted into the program parents are obligated to pay through the end of their contract regardless of time missed due to illness, vacations, or early departure.

We will not be able to offer tuition refunds for school closures lasting fewer than six weeks (cumulative). In the event of a school closure lasting more than six weeks, the Board of Directors plans to re-evaluate the tuition expectations of our families.

Budget and Costs

Although the current cost of day care must seem high to individual families, it is important to note that Calvin Hill exists on a very small budget. To maintain our high quality program, we spend more than 80% of our budget on salaries and benefits for our highly experienced and qualified staff. Each year, more than 10% of our income must come from fund raising efforts. Fund raising revenue goes directly to support the sliding tuition scale which enables families to pay for childcare according to income. Parents and Board members have always been most generous in devoting time and energy to helping in these projects such as the Calvin Hill Children's Art Calendar (parents are required to buy or sell 3 calendars) and other events throughout the year. Parents have also devoted their efforts to actual work on the Center (painting, gardening, and repairs, etc.) or finding useable treasures to enrich the program. Whatever parents can offer will be most gratefully accepted.

Calvin Hill Day Care Center, Incorporated
Kitty Lustman-Findling Kindergarten
150 Highland Street, New Haven, CT 06511 (203) 764-9350 or 764-9351

FINANCIAL STATEMENT AND TUITION AGREEMENT

A. Financial Statement

Child's Name: _____
Parent/Guardian Name: _____
Parent/Guardian Name: _____

In this Agreement, "I/We" and "you" refers to and shall mean all persons named as parents above.

Tuition rates at Calvin Hill Day Care Center/Kitty Lustman-Findling Kindergarten (the "Center") are established on a sliding scale based on an accurate self-reporting of Family Income. For purposes hereof "Family Income" shall mean the aggregate of all pre-tax wage income (wages and salaries), dividends, distributions, advances, draws, interest, rental income, and all other non-wage income, sources or use of funds such as child support payments, savings, investments, trust fund payments or access, social security payments, fellowship stipends, student loans, family support, gifts, lottery proceeds and all other forms of financial sourcing, payments and assistance paid or payable or accessible to or for a child, any siblings of the child and/or to one or both of the child's parents regardless of household, including accessible excess capital and EBITDA from closely held entities proportionate to family aggregated ownership and control. If a parent or family member has any questions or special circumstances, please do not hesitate to contact the director.

I/We agree to notify the director of any changes in Family Income in excess of 3% and agree that these changes may result in an adjustment to the tuition payments due hereunder based on the Center's scaled fees. I/We further understand that a misrepresentation in this financial statement may be cause for immediate legal action. I/We have provided the Center with verification of our Family Income, and I/we grant the Center permission and authority to independently verify our Family Income.

I/We agree to provide the director with the three most recent pay stubs for each parent, if we are paying less than the top tuition amount.

I/We represent that our total Family Income before taxes for 2024 was \$_____ and for 2025 was \$_____. We estimate that our total Family Income before taxes for the twelve-month period running from July 1, 2026 to June 30, 2027 will be \$_____. I/We have the following special financial obligations which I/we would like the Center to consider or take into account.

B. Tuition Amount and Payments - Effective September 2026 through June 2027.

Based on the highest Family Income information reported above, I/we understand that the tuition for _____ to attend the Center commencing the last week of August 2026, will be \$_____ (the "Tuition"). The first non-refundable installment of this Tuition (one ninth of the total) is due **two weeks after receipt of this contract in the amount of \$_____**. I/We will be jointly and severally responsible to pay the remaining tuition in accordance with the payment schedule I/we select below. I/We understand that I/we have three payment schedules from which to choose to pay the remaining balance of this Tuition:

- Schedule#1: Payment in one lump sum of \$_____, due on September 1, 2026.
- Schedule #2: Payment in two equal installments of \$_____ each, due on September 1, 2026 and on January 4, 2027.
- Schedule #3: Payment in eight (8) equal installments of \$_____ each due on the first day of each month from September 2026 through April 2027.

I/We choose payment schedule #_____ and I/We agree to be jointly and severally liable and primarily responsible for the timely payment of the remaining tuition balance due in accordance with the schedule chosen above. I/We will be deemed to have chosen Schedule #1 if we do not indicate a payment schedule choice in the space provided above.

I/We further understand and agree to the following:

1. I/We have read, understand, and agree to the vacation schedule.
2. I/We will be responsible for and shall pay the entire Tuition regardless of days missed by my/our child or if I/we choose to withdraw my/our child for any reason.
3. In the event of a change in Family Income, the Center reserves the option and right to adjust your Tuition amount and scheduled payments based upon application of the Center's sliding fee scale to the revised Family Income amount.
4. The Center reserves the right to terminate a child's enrollment. Calvin Hill does not have a provisional enrollment period. In the case of termination by the Center other than for non-payment of Tuition, or a material breach of the Center Policies or the Center's Covid-19 Attendance Agreement (as defined below), the paid Tuition will be refunded on a pro rata basis.
5. The hours of the Center are from 8:00 A.M. to 5:15 P.M. and I/we agree to adhere to these times.
6. I/We understand the cooperative nature of the Center and toward that end, we agree to:
 - a. Participate in the required Work Days throughout the year.
 - b. Volunteer to help in the major activities of the Center, such as fundraising, parent events and meetings.
 - c. Participate in a meaningful way (through day to day sharing information, formal parent-teacher conferences, scheduled parent meetings and Center events when possible) as partners of the Center in the care and education of my/our child.
7. The Center reserves the right to impose interest accrual on any Tuition payment that remains unpaid for more than thirty (30) days following its due date at the Prime Lending Rate plus 3% per annum until it is paid in full. In the event that the Center incurs legal costs and expenses to collect Tuition payments that are past due under this Agreement, I/We agree to pay the Center's reasonable costs of collection and attorneys' fees.
8. I/We understand and agree that I/we will be asked to confirm and update my/our Family Income prior to the start of the school year and that the above Tuition amount and payments will be adjusted based on increases to the gross family income originally reported. I/We agree to such adjustment being made and will pay all Tuition and scheduled payments as adjusted.
9. I/We have read, understood, signed, and agree to the procedures and policies set out in the Calvin Hill Guidance and Discipline Policy. I/We discussed this Guidance and Discipline Policy with the staff prior to enrollment.
10. I/We have read, understood, signed, and agree to the Calvin Hill Illness and Exclusion Policy.
11. I/We understand and agree that Calvin Hill will not offer tuition refunds for school closures occurring on or after your contract effective date and lasting fewer than six weeks (cumulative). In the event of a school closure lasting more than six weeks, the Board of Directors plans to re-evaluate the tuition expectations of our families.

I/We have read the above agreement and agree to be bound by and to abide with its terms.

2026 - 27 Tuition Schedule					
Family Income	Tuition	Nine Payments	Family Income	Tuition	Nine Payments
\$1,000	\$100	\$12	\$51,000	\$5,100	\$567
\$2,000	\$200	\$23	\$52,000	\$5,200	\$578
\$3,000	\$300	\$34	\$53,000	\$5,300	\$589
\$4,000	\$400	\$45	\$54,000	\$5,400	\$600
\$5,000	\$500	\$56	\$55,000	\$5,500	\$612
\$6,000	\$600	\$67	\$56,000	\$5,600	\$623
\$7,000	\$700	\$78	\$57,000	\$5,700	\$634
\$8,000	\$800	\$89	\$58,000	\$5,800	\$645
\$9,000	\$900	\$100	\$59,000	\$5,900	\$656
\$10,000	\$1,000	\$112	\$60,000	\$6,000	\$667
\$11,000	\$1,100	\$123	\$61,000	\$6,100	\$678
\$12,000	\$1,200	\$134	\$62,000	\$6,200	\$689
\$13,000	\$1,300	\$145	\$63,000	\$6,300	\$700
\$14,000	\$1,400	\$156	\$64,000	\$6,400	\$712
\$15,000	\$1,500	\$167	\$65,000	\$6,500	\$723
\$16,000	\$1,600	\$178	\$66,000	\$6,600	\$734
\$17,000	\$1,700	\$189	\$67,000	\$6,700	\$745
\$18,000	\$1,800	\$200	\$68,000	\$6,800	\$756
\$19,000	\$1,900	\$212	\$69,000	\$6,900	\$767
\$20,000	\$2,000	\$223	\$70,000	\$7,000	\$778
\$21,000	\$2,100	\$234	\$71,000	\$7,100	\$789
\$22,000	\$2,200	\$245	\$72,000	\$7,200	\$800
\$23,000	\$2,300	\$256	\$73,000	\$7,300	\$812
\$24,000	\$2,400	\$267	\$74,000	\$7,400	\$823
\$25,000	\$2,500	\$278	\$75,000	\$7,500	\$834
\$26,000	\$2,600	\$289	\$76,000	\$7,600	\$845
\$27,000	\$2,700	\$300	\$77,000	\$7,700	\$856
\$28,000	\$2,800	\$312	\$78,000	\$7,800	\$867
\$29,000	\$2,900	\$323	\$79,000	\$7,900	\$878
\$30,000	\$3,000	\$334	\$80,000	\$8,000	\$889
\$31,000	\$3,100	\$345	\$81,000	\$8,100	\$900
\$32,000	\$3,200	\$356	\$82,000	\$8,200	\$912
\$33,000	\$3,300	\$367	\$83,000	\$8,300	\$923
\$34,000	\$3,400	\$378	\$84,000	\$8,400	\$934
\$35,000	\$3,500	\$389	\$85,000	\$8,500	\$945
\$36,000	\$3,600	\$400	\$86,000	\$8,600	\$956
\$37,000	\$3,700	\$412	\$87,000	\$8,700	\$967
\$38,000	\$3,800	\$423	\$88,000	\$8,800	\$978
\$39,000	\$3,900	\$434	\$89,000	\$8,900	\$989
\$40,000	\$4,000	\$445	\$90,000	\$9,000	\$1,000
\$41,000	\$4,100	\$456	\$91,000	\$9,100	\$1,012
\$42,000	\$4,200	\$467	\$92,000	\$9,200	\$1,023
\$43,000	\$4,300	\$478	\$93,000	\$9,300	\$1,034
\$44,000	\$4,400	\$489	\$94,000	\$9,400	\$1,045
\$45,000	\$4,500	\$500	\$95,000	\$9,500	\$1,056
\$46,000	\$4,600	\$512	\$96,000	\$9,600	\$1,067
\$47,000	\$4,700	\$523	\$97,000	\$9,700	\$1,078
\$48,000	\$4,800	\$534	\$98,000	\$9,800	\$1,089
\$49,000	\$4,900	\$545	\$99,000	\$9,900	\$1,100
\$50,000	\$5,000	\$556	\$100,000	\$10,000	\$1,112

2026 - 27 Tuition Schedule					
Family Income	Tuition	Nine Payments	Family Income	Tuition	Nine Payments
\$101,000	\$10,100	\$1,123	\$151,000	\$17,100	\$1,900
\$102,000	\$10,200	\$1,134	\$152,000	\$17,200	\$1,912
\$103,000	\$10,300	\$1,145	\$153,000	\$17,400	\$1,934
\$104,000	\$10,500	\$1,167	\$154,000	\$17,500	\$1,945
\$105,000	\$10,600	\$1,178	\$155,000	\$17,700	\$1,967
\$106,000	\$10,700	\$1,189	\$156,000	\$17,800	\$1,978
\$107,000	\$10,800	\$1,200	\$157,000	\$18,000	\$2,000
\$108,000	\$11,000	\$1,223	\$158,000	\$18,200	\$2,023
\$109,000	\$11,100	\$1,234	\$159,000	\$18,300	\$2,034
\$110,000	\$11,200	\$1,245	\$160,000	\$18,500	\$2,056
\$111,000	\$11,400	\$1,267	\$161,000	\$18,600	\$2,067
\$112,000	\$11,500	\$1,278	\$162,000	\$18,800	\$2,089
\$113,000	\$11,600	\$1,289	\$163,000	\$18,900	\$2,100
\$114,000	\$11,800	\$1,312	\$164,000	\$19,100	\$2,123
\$115,000	\$11,900	\$1,323	\$165,000	\$19,300	\$2,145
\$116,000	\$12,000	\$1,334	\$166,000	\$19,400	\$2,156
\$117,000	\$12,200	\$1,356	\$167,000	\$19,600	\$2,178
\$118,000	\$12,300	\$1,367	\$168,000	\$19,700	\$2,189
\$119,000	\$12,400	\$1,378	\$169,000	\$19,900	\$2,212
\$120,000	\$12,600	\$1,400	\$170,000	\$20,100	\$2,234
\$121,000	\$12,700	\$1,412	\$171,000	\$20,200	\$2,245
\$122,000	\$12,900	\$1,434	\$172,000	\$20,400	\$2,267
\$123,000	\$13,000	\$1,445	\$173,000	\$20,600	\$2,289
\$124,000	\$13,100	\$1,456	\$174,000	\$20,700	\$2,300
\$125,000	\$13,300	\$1,478	\$175,000	\$20,900	\$2,323
\$126,000	\$13,400	\$1,489	\$176,000	\$21,100	\$2,345
\$127,000	\$13,600	\$1,512	\$177,000	\$21,200	\$2,356
\$128,000	\$13,700	\$1,523	\$178,000	\$21,400	\$2,378
\$129,000	\$13,800	\$1,534	\$179,000	\$21,600	\$2,400
\$130,000	\$14,000	\$1,556	\$180,000	\$21,700	\$2,412
\$131,000	\$14,100	\$1,567	\$181,000	\$21,900	\$2,434
\$132,000	\$14,300	\$1,589	\$182,000	\$22,100	\$2,456
\$133,000	\$14,400	\$1,600	\$183,000	\$22,200	\$2,467
\$134,000	\$14,500	\$1,612	\$184,000	\$22,400	\$2,489
\$135,000	\$14,700	\$1,634	\$185,000	\$22,600	\$2,512
\$136,000	\$14,800	\$1,645	\$186,000	\$22,700	\$2,523
\$137,000	\$15,000	\$1,667	\$187,000	\$22,900	\$2,545
\$138,000	\$15,100	\$1,678	\$188,000	\$23,100	\$2,567
\$139,000	\$15,300	\$1,700	\$189,000	\$23,300	\$2,589
\$140,000	\$15,400	\$1,712	\$190,000	\$23,400	\$2,600
\$141,000	\$15,600	\$1,734	\$191,000	\$23,600	\$2,623
\$142,000	\$15,700	\$1,745	\$192,000	\$23,800	\$2,645
\$143,000	\$15,900	\$1,767	\$193,000	\$24,000	\$2,667
\$144,000	\$16,000	\$1,778	\$194,000	\$24,100	\$2,678
\$145,000	\$16,200	\$1,800	\$195,000	\$24,300	\$2,700
\$146,000	\$16,300	\$1,812	\$196,000	\$24,500	\$2,723
\$147,000	\$16,500	\$1,834	\$197,000	\$24,700	\$2,745
\$148,000	\$16,600	\$1,845	\$198,000	\$24,800	\$2,756
\$149,000	\$16,800	\$1,867	\$199,000	\$25,000	\$2,778
\$150,000	\$16,900	\$1,878	\$200,000+	\$25,250	\$2,806

Enrollment and Termination Policies

Enrollment

Calvin Hill Day Care Center, Incorporated and its Kitty Lustman-Findling Kindergarten are private, nonprofit, model educational preschool programs affiliated with Yale University and accredited by the National Association for the Education of Young Children (NAEYC). Enrollment is open to all community as well as Yale University families. An admissions committee made up of the director, teachers, and members of the Calvin Hill Board, including current parents, make the final decisions regarding admissions, and every attempt is made to create a balanced group. In particular, the committee strives to draw together a diverse group of children from all levels of the sliding tuition scale. No child applying for admission will be discriminated against because of his/her race, color, creed, religion, national origin or disability.

When parents accept a space for their child, parents sign a contract agreeing to pay the full amount of tuition for the academic year and agree to be involved in the cooperative aspects of school life. Calvin Hill does not have a provisional enrollment period.

Parents of a child with a disability who requires modification of the school program, policies or procedures are requested to inform the Director upon accepting a space for their child, so that she may determine whether the requested modification can be reasonably made within the financial, staffing, educational and other constraints of the program. The Director will keep such information confidential except to the extent necessary for the appropriate care of the child.

Termination

All efforts are made to meet the needs of enrolled children and to make reasonable modifications and accommodations within the limitations of the school's finances, staffing and resources. If, however, the Director determines that the school is unable to meet a child's physical, emotional or behavioral needs, or the child's behavior endangers the physical and or/emotional safety of him/herself or others, the Director reserves the right to terminate the child's enrollment. Strategies employed prior to termination might include working closely with parents, consultation with appropriate specialists, and reasonable attempts to adapt the program to meet the child's individual needs.

Abusive or highly oppositional behavior by a parent towards children, staff or other enrolled families may be a cause for termination.

Failure to make tuition payments may result in termination. If payments are two months in arrears, enrollment may be terminated until payments are caught up and resumed, or the child is replaced by another. All money owed is still due and payable.

Families must be notified by the school in writing before the date of termination.

Guidance and Discipline Policy

Children need to have the opportunity to explore their environments and their social connection to others in order to establish a sense of independence, trust, connection, and self-esteem. At times this means they will test, challenge, and defy both the materials and people within their environments. As early childhood professionals, we feel that a child's emotional development progresses in stages, like all other aspects of development, and that children need time and maturity to develop mastery and behavioral control. It is our responsibility to nurture, support, and assist all of the children, and to help them find constructive ways to express their feelings and needs.

Limits, at any age, are essential for the safety, security, and protection of all individuals. These limits must match the level of development and the individual needs of each child. Because young children cannot fully grasp the causes and effects of their behavior, it is the responsibility of the adults around them to set certain clear limits. When setting limits, it is important to let the child know what is expected, why certain behaviors are unacceptable, and what might be an appropriate alternative. Simple language, caring, patience, and consistency are the keys.

We feel it is important to keep parents informed about their child's growth and development in all areas (especially social and emotional), and to express what we feel is developmentally appropriate behavior for young children. Our goals are to help every child develop self-control, to support initiative, and to enable children to play and learn happily and productively alone and together. This takes a lot of understanding, time and patience, cooperation, and working together.

We are mindful of the special trust parents place in the Center when they bring their very young children to us each day. We view our relationship as a partnership with families on behalf of their children and strive to make this relationship as comfortable and relaxed as possible. We welcome family input and experience about children's behavior, preferences, coping strategies, learning styles, and any other areas in which we may share in the joys and frustrations, milestones, and achievements of caring for their child.

Discipline should be in keeping with overall program goals and knowledge of child development and the needs of the child and is not punishment. It is a way of helping children to learn appropriate behavior and should be administered in a firm but caring manner.

The goal of discipline in childcare is to promote the development of inner controls for the child that will help them toward appropriate social behavior. Communication, clarification of standards, and an attempt to find out what has happened are the primary tools in resolving conflict. The Center will use developmentally appropriate techniques that shall include positive guidance, redirection and setting clear limits that encourage children to develop self-control, self-discipline, and positive self-esteem. There will be continuous supervision by staff during any disciplinary action. Safety of the individual and the group is of primary importance, and all actions in handling difficulties must bear this in mind. The child should be helped to see the natural consequences of his or her actions or words. Prompt communication with parents and clarification of events leading to difficulties is essential, and cooperative approaches are to be explored.

- Under no circumstances is it permissible for a staff member to use:
 - physical punishment (shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, striking, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time)
 - psychological abuse (shaming, name-calling, ridiculing, humiliation, sarcasm, cursing at, making threats, frightening a child, ostracism, withholding affection, derogatory remarks, seclusion)
 - coercion (rough handling: shoving, pulling, pushing, grasping any body part; physical restraint (forcing a child to sit down, lie down, or stay down) except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action such as eating or cleaning up).
- Under no circumstances is it permissible for a staff member to neglect a child, physically or emotionally.
- Under no circumstances is it permissible for a staff member to withhold or threaten to withhold food as a form of discipline.
- It is the responsibility of the staff to see that volunteers observe this guideline as well.

Our guidance and discipline policy is part of the initial orientation for all new staff and is reviewed annually. Teachers sign a copy of the guidance and discipline policy indicating that they have read and understand the policy and procedures. Parents are provided a copy of the guidance and discipline policy to sign and return prior to enrollment.

As required by the State of CT, we announce our compliance with Section 19a-79-3a(b)(8)(A-E) of the Public Health code regulations for Child Care Centers as follows: We (also referred to as the “operator” in this section) will be responsible for managing child behavior using techniques based on developmentally appropriate practice and communicate acceptable techniques to all staff. The following will be reviewed annually:

- (A) The operator and staff shall manage child behavior using techniques based on developmentally appropriate practice, including positive guidance, redirection and setting clear limits that encourage children to develop self-control, self-discipline, and positive self-esteem.
- (B) The operator shall document that the techniques used to manage child behaviors in the facility have been discussed with the child's parent(s) prior to enrollment and reviewed as needed during the period of the child's enrollment.
- (C) While children are in attendance at the program, the operator and staff shall not engage in, nor allow, abusive, neglectful, physical, corporal, humiliating or frightening treatment or punishment, and shall not tie nor bind children and shall not physically restrain children except for the protection and safety of the child or others, using the least restrictive methods possible, as appropriate.
- (D) The operator and staff shall not engage in, nor allow, anyone else to engage in any sexual activity with the day care children while in attendance at the program.
- (E) The operator and staff shall report actual or suspected child abuse or neglect, or the imminent risk of serious harm of any child to the Department of Children and Families as mandated by section 17a-101 to section 17a-101e, inclusive, of the Connecticut General Statutes.

A goal of our guidance and discipline policy is to limit or eliminate the use of suspension, expulsion, and other exclusionary measures. Before a decision to exclude a child is considered the following steps will be taken:

- Arranging for another staff member to take over the responsibility for following through with the child.
- Separating the child from the group to another area of the classroom under continuous supervision by staff during disciplinary action.
- Restraining the child as a last resort only for the protection and safety of the child or others, using least the restrictive methods possible, as appropriate.
- Calling the parents to discuss any factors that might be causing the behavior.
- Working with parents to create an individual behavior care plan for the child with the parents (see Individualized Positive Behavior Support Plan)

When a child exhibits challenging behaviors, particularly those that could be physically or emotionally dangerous to themselves or others, the following exclusionary measures may be implemented after all other possible interventions have been exhausted and the parents and staff agree that these measures are in the best interest of the child:

- Requiring the parents to come get the child immediately when necessary.
- Developing a plan with parents to reduce the number of hours the child attends the program until the behavior improves.
- Termination of the child's enrollment.

If exclusionary measures must be taken, we will provide assistance to the family in accessing services and an alternative placement. Our guidance and discipline policy complies with federal and state civil rights laws.

All members of the Calvin Hill staff understand by law that they are mandated reporters for child abuse and neglect. The Connecticut Office of Early Childhood and the Department of Children and Families must be notified of suspected abuse within 12 hours.

I/We have read the above agreement and agree to be bound by and to abide with its terms during the entirety of my child's enrollment(s) at Calvin Hill.

Child Abuse and Neglect Prevention Policy

We recognize that childcare providers can play an important role in the identification and prevention of child abuse and neglect. Because we interact with our children and their families on a daily basis and get to know them well, we can be attuned to situations when a child or parent is in trouble or needs help. All of the staff at Calvin Hill have a responsibility to prevent child abuse and neglect of any children involved in our center, and to begin the process of getting help for the child and the family by reporting a suspected case of child abuse or neglect to the proper authorities.

Definitions of Child Abuse and Neglect According to Connecticut General Statutes

Child Abuse: when a child has had non-accidental physical injury(ies) inflicted upon him, or has injuries which are at variance with the history given of them, or is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment (CT General Statute 46b-120)

Child Neglect: when a child has been abandoned, is being denied proper care and attention physically, educationally, emotionally, or morally, or is being permitted to live under conditions, circumstances or associations injurious to his well-being. (CT General Statute 46b-120)

Some Common Signs of Child Abuse and/or Neglect

- unexplained injuries (welts, bruises, bite or cigarette marks, broken bones, possibly in various stages of healing)
- constant hunger and/or fatigue
- poor hygiene
- developmental or physical lags
- lack of medical or dental care
- pain, discomfort, bleeding in genital area; difficulty walking or sitting; frequent infections
- knowledge of bizarre or unusually detailed sexual behavior
- reports of abuse by relative or caregiver
- consistent lack of supervision
- sudden behavior changes, extreme passivity or aggression
- fearfulness of adults, fear of going home

Reporting Requirements

Teachers are mandated by law to report cases of suspected child abuse and neglect by families, staff, volunteers, or others to the appropriate local agencies within 12 hours of the observation of abuse or neglect. If children are “at risk” (i.e. there is reasonable cause to believe or suspect a child is in danger of being abused as opposed to the belief that the abuse has actually occurred) these cases must also be reported. Staff who report abuse or neglect are protected by law from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report is malicious.

Reports are to be made to the Connecticut Department of Children and Families (DCF), the agency responsible for child protection and the investigation of child abuse allegations. All phone calls to DCF shall be documented and kept on file at the center. A copy of all statements from staff and the DCF-136 shall also be kept on file. The following information about reporting requirements is taken from the Connecticut Department of Children and Families packet on Connecticut Child Abuse Reporting Laws:

What must be reported:

- Mandated reporters are required to report when they have reasonable cause to suspect that a child has been neglected or is “at risk”
- The following information, if known, is to be reported:
 - Names, addresses, and phone numbers of the child and his parents or responsible caregiver
 - Child’s age and gender
 - Nature & extent of injuries, neglect
 - Approximate time and date of occurrence
 - Information about previous injury or maltreatment of child or siblings
 - Circumstances in which the injury became known to reporter
 - Name of person suspected to have caused the injury
 - Any other helpful information
 - Any action taken to help or treat child

How to report:

- Report must be made verbally to DCF or the Child Abuse & Neglect Hotline (1-800-842-2288 or New Haven 203-786-0500) no later than 12 hours of suspecting that a child has been abused or neglected or placed in imminent risk of serious harm.
- Within 48 hours of making the report, the reporter must submit a written report (DCF-136 form) to the DCF Hotline, 505 Hudson Street, Hartford, CT 06106. Form available [here](#).

Policies and Procedures in Cases of Suspected Abuse or Neglect

If a staff member has reason to believe that a child has been abused or neglected, the staff member who has witnessed or heard about the alleged abuse will make a report to DCF. They will also notify the Director, the parents or guardians of the child (unless in their judgment this could place the child at increased risk), and the President of the Calvin Hill Board. The Director will assist with the DCF investigation by gathering information, documenting the allegations in writing including visible signs of injury, conversations with the child, descriptions of behaviors, and verbal reports from the parents/guardians and witnesses. The Director will also contact the Center’s mental health consultants to provide support for the child, family, and staff during the investigation. Victims will be provided with appropriate medical care, if needed. Staff will be reminded throughout the investigation that all information is confidential.

The management of this program supports a zero tolerance policy for abuse and neglect and will implement immediate action should there be an allegation that a staff member abused or neglected a child. The staff person will be immediately suspended, with or without pay. The Director will notify the Chair of the Personnel Committee and the Center’s legal counsel. If the investigation by DCF shows clear evidence of abuse by the staff member, the staff member’s employment will be terminated. The Director and Personnel Committee reserve the right to reinstate or terminate the staff member based on the results of the DCF investigation.

In any cases of alleged abuse or neglect, contact with parents or guardians who are not directly involved in the investigation and any news media will be made only by the Director, or a designated spokesperson unless otherwise required by law.

Protection of the Children

In addition to following the procedures above, all efforts will be made to protect a child from harm. Any possibility that the child’s life is in imminent danger will be reported to the police as well as to DCF, and all reasonable attempts will be made to keep that child away from the alleged perpetrator until police arrive. In general, children are only released to parents, guardians, or those listed on the designated “permission to pick up” list. Photo IDs are required of any authorized person who picks up a child and who is not known to the staff. When a child enters or leaves, the accompanying adult must sign the child in or out.

Staff Training and General Principles

As part of the initial orientation process and each year thereafter, all staff must read and sign the Child Abuse and Neglect Policy indicating their understanding of what it contains. Explanation and discussion of this policy is included in the annual fall staff orientation and more often if necessary. Additional readings on child abuse and neglect are made available. Staff are provided time to attend workshops on child abuse and the costs are paid by the Center. Upon hire, all teachers are required to complete the mandated reporter training provided through CT DCF.

Additionally, as part of the initial orientation process, and each year thereafter, all staff read, discuss, and sign a copy of the center's Guidance and Discipline policy (included in their yearly contract) and the NAEYC Code of Ethical Conduct including the fundamental principle of the code, which states, "Above all, we shall not harm children." This statement of commitment toward the NAEYC Code of Ethical Conduct is a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. This statement will be kept in their personnel file. The Code of Ethical Conduct will be reviewed annually during the August staff training days before school begins.

All staff who come into contact with children or who have responsibility for children in the program must pass a criminal background check indicating that they are free from any history of substantiated child abuse or neglect prior to working alone with children. All new staff must provide two letters of recommendation and documented experience working with young children.

The Head Teachers in each classroom are qualified and responsible for the direct supervision of all other staff on their teaching team. This includes teachers, assistant teachers, fellows, hourly employees, volunteers, and college student observers. The Head Teachers are supervised by the Director.

All volunteers, college student observers, and part-time hourly employees read, discuss, and sign the Child Abuse and Neglect Policy, the Guidance and Discipline Policy, and the NAEYC Code of Ethical Conduct prior to working with children.

No volunteer or college student observer is allowed to be alone with children, particularly in the bathroom. Children may not sit on the laps of volunteers or college student observers.

Per the requirements of our Sexual Abuse and Molestation liability insurance, no staff members are allowed to change diapers or assist children in the bathroom without a second staff member present.

This policy is distributed to staff and parents of Calvin Hill Day Care Center and Kitty Lustman-Findling Kindergarten.

Printed name of staff member/volunteer

Signature of staff member/volunteer

Date

Revised July 2024

NAEYC Code of Ethical Conduct

Calvin Hill Day Care Center, Inc., and Kitty Lustman-Findling Kindergarten

Statement of Commitment*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability, I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

*This Statement of Commitment is not part of the Code but a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

This statement of commitment is signed by the staff of Calvin Hill Day Care Center and Kitty Lustman-Findling Kindergarten.

150 Highland Street
New Haven, CT 06511

Phone (203)764-9350
FAX (203) 764-6575

www.calvinhilldaycare.org

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86

Calvin Hill Day Care Center, Inc.
Kitty Lustman-Findling Kindergarten

Calendar of Events 2026-2027

October 1, Thursday, 7:00 PM	All Parent Meeting (Required) Threes, Preschool & Kindergarten
October 17, Saturday, 8:30 AM- 11:30 AM	Parent Work Day – Threes Parents
October – November - December	Calendar Sales
November 7, Saturday, 9AM-11 AM	Open House – Prospective Families
November 15, Sunday, 4:30-6:30 PM	Pot Luck Supper
November	Dinner for a Dollar Fundraiser, Diaper Drive
December 17, Thursday	Sing-Along Threes (11:30), Preschool (12:00), & Kindergarten (12:30)
January 23, 2027, Saturday	Kindergarten Visit – Prospective Families
February 21, Sunday, 8:30 AM-11:30 AM	Parent Work Day – Preschool Parents
March-April	Book Drive
April 11, Sunday, 4:30-6:30 PM	Pot Luck Supper
May TBD	The Great Give
May 8, Saturday, 8:30 AM-11:30 AM	Parent Work Day – Kindergarten Parents
May 28, Friday, 4:00-5:00	Calvin Hill Art Show
June 5, Saturday 10:00-2:00	New Haven Family Stroll
June 9, Wednesday 4-5 PM	End of the Year Celebration with parents and teachers

Parent Workdays 2026-2027
Workday Captain Patrick Lienhard
8:30-11:30

October 17
Saturday

Berkowitz/Fredlund
Bower/Umutoni
Branch/Johnson
Chen/Wang
Curry/Zimmerman
Ghadiyali/Ross
Goldsborough
Hazari/Zeitler
Kim/Jung
Leapman
Libgober/Vayntrub
Miller/McCree
Park/Cho
Pattabiraman/Vasisht
Scott/Cook-Obregon
Spang
Vinoth/Perkinan/Balasubramanian
Wehn/Kim
Qui/Yan

February 21
Sunday

Capasso
Cai/Huang
Chakravarty/Aggarwal
Dones/Bok
Escamilla Wood/Garcia
Figueroa/Rivera
Geisinger/Truong
He/Huang
Iscoe/Ledbetter
Jetz/Hull
Kau/Shaffer
Kuwayama/Kocik
Lienhard
Liu/Wu
Matteson/Schick
McNelly
Oster
Santiago-Valle/Valle
Smith
Toner
Wu/Guo

May 8
Saturday

Greene
Franzman/Martin
Harris/Grant
Kamal-Grayson
Kim/Youn
Levi
Maemura
McCleen
Mollet
Omalyev/Cameron
Pahlavan/Borjian
Robles
Steen
Thomas
Vieras/Rivera

Calvin Hill Board of Directors 2026-2027

President

Preethi Varghese-Joseph (parent 10-12, 13-15)
160 Tokeneke Drive, North Haven, CT 06473
h-203-288-2584 c-203-675-3536
preethiav@gmail.com
Feb 2012 Term ends June 2027

Treasurer

Richard Zubek (parent 14-16, 18-21)
28 River Road, North Haven, CT 06473
h-203-467-0679 w-312-560-0070
richard.zubek@me.com
Nov 2015 Term ends June 2027

Secretary

Marc Levenson (parent 10-12, 14-16, 21-23)
57 Wakefield Street, Hamden, CT 06517
c-203-889-7748 w-203-432-8091
marc.levenson@yale.edu
May 2015 Term ends June 2027

Director

Susan Taddei (parent 02-04, 04-06, 08-10)
142 Luke Hill Road, Bethany, CT 06524
h-203-393-0621 w-203-764-9350
susan@calvinhilldaycare.org
October 2002

Teacher Representative

Heather Williams (K 21-22, parent 17-19)
1360 Route 80, Guilford, CT 06437
c-203-605-9746
heatherwilliams616@gmail.com
August 2022

Juliet Avelin
399 Old Whitfield Street
Guilford, CT 06437
203.253.5536
julietavelin4@gmail.com
December 2025

Parents

Cara McNelly (TP 25-26, parent 22-24)
25 Penny Place, Wethersfield, CT 06109
c-203.645.2522
cgiven0688@gmail.com
December 2025 Term ends June 2027

Yaser Robles (PS 25-26)
68 High Street, New Haven, CT 06511
c-917.796.3240
ysrobles@yahoo.com
December 2025 Term ends June 2028

Sasha Steen (PS 25-26, parent 23-25)
190 Saint Ronan Street, New Haven, CT 06511
c-802.734.0703
sashasteen@gmail.com
January 2026 Term ends June 2028

Community

Christine Barker (parent 05-08)
47 Deepwood Drive, Hamden, CT 06517
h-203-865-0214 w-203-789-0001x712
cbarker@zclawfirm.com
Oct 2006 Term ends June 2025

Shannon Callaway (parent 03-05, 05-08)
21 Everit Street, New Haven, CT 06511
203-215-6352
scallaway@me.com
Oct 2009 Term ends June 2026

Surjit Chandhoke (K 24-25)
241 Elm Steet, New Haven, CT 06511
c-860.306.4152
surjit.chandhoke@yale.edu
July 2024 Term ends 2027

Ray Fair (parent 83-90)
233 Everit Street, New Haven, CT 06511
c-203-980-0646
ray.fair@yale.edu
July 1985 Term ends June 2026

Themba Flowers (parent 04-07, 07-10)
105 Quaker Road, Hamden, CT 06517
h-203-287-8944 c-203-444-5987
themba.flowers@gmail.com
Oct 2010 Term ends June 2027

Sharon Glassburn (parent 23-25)
23 Market Street, New Haven, CT 06513
c-304.208.4590
sglassbu@gmail.com
January 2026 Term end June 2028

Shiri Goren (parent 11-17)
64 Ralston Avenue, Hamden, CT 06517
h-203-903-5966
shiri.goren@yale.edu
May 2015 Term ends June 2026

Heidi Hamilton (parent 98-00, 01-03)
110 Killdeer Road, Hamden, CT 06517
h-203-288-4057 w-860-216-9631
c-860-810-6850
heidihamilton10@gmail.com
Oct 2003 Term ends June 2026

Greg Huber (parent 09-12, 12-14)
20 Edgehill Road, New Haven, CT 06511
h-203-777-7262 w-203-432-5731
gregory.a.huber@outlook.com
Feb 2012 Term ends June 2027

Karim Ibrahim (parent 19-21)
869 Orange Street Apt 4W, New Haven, CT 06511
c-203-390-9981
karim.ibrahim@yale.edu
January 2021 Term ends June 2025

Joy Kim (parent 20-22)
598 Prospect Street B5, New Haven, CT 06511
c-203-974-3288
joy.jeehye.kim@gmail.com
August 2021 Term ends June 2025

Elif Kongar (parent 11-14)
75 Cottage Street, New Haven, CT 06511
c-203-444-7077
elif.kongar@gmail.com
May 2017 Term ends June 2029

Gangqiang Liu (parent 19-21)
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