



frazer center
gather. learn. flourish.

**The Frazer Center
Child Development Program**

**PARENT HANDBOOK
2016 – 2017**

The Frazer Center is an inclusive community where people at all levels of ability and disability gather, learn, and flourish together.

This handbook serves as an agreement between parents and the Center. By accepting this handbook, you are agreeing to follow the policies and procedures herein. Failure to

adhere to the spirit of these guidelines may jeopardize your child(ren)'s enrollment in the program.

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WHAT MAKES THE FRAZER CENTER CHILD DEVELOPMENT PROGRAM SPECIAL

OUR MISSION

The Frazer Center is an inclusive community where people at all levels of ability and disability gather, learn, and flourish together.

OUR HISTORY

The Frazer Center is a nonprofit agency with a long-standing history of providing exceptional services to infants, preschoolers and adults with physical and intellectual disabilities such as cerebral palsy, Autism Spectrum Disorder, Down Syndrome and other genetic anomalies and global developmental delays. The Center has assisted children, adults and their families with therapeutic, educational and vocational services that maximize the potential for independence for sixty-five years.

Two stalwart and tenacious women, Mrs. Mills B. (Ann) Lane and Mrs. James N. (Rebecca) Frazer, refused to believe that children with cerebral palsy couldn't benefit from remaining in the community and living with their families and so founded the Center in 1949. In just two short years, the Center moved from the basement of a local church to the thirty-nine acre estate it currently occupies. In order to provide appropriate services to those children, these visionaries founded the program as the Cerebral Palsy School Clinic. Over the years, the program expanded its role in the disabilities community, first serving young children with cerebral palsy, then serving young adults as those children matured, and finally serving children and adults with a variety of disabilities.

The Center was later renamed Rehabilitation and Education for Adults and Children, Inc. (REACH) to reflect the diversity of the population. In January of 1999, the Center celebrated its 50th Anniversary by honoring the continued guidance of Mrs. James N. Frazer and naming the Center, "The Frazer Center."

The Frazer Center is located in Druid Hills on the original estate of Cator Woolford, co-founder of Retail Credit Company, now Equifax. He began building his home on the property in 1916, and his mansion was the home of The Cerebral Palsy School Clinic from 1949 to 1959. In 1959 a school building was built on the rear of the property, which The Frazer Center now inhabits. The beautiful property offers a serene setting which offers children and adults educational, recreational, and vocational opportunities in our forest and Gardens.

The grounds include Cator Woolford Gardens, sometimes referred to as the "Secret Gardens." The Gardens are a popular site for photo shoots and the occasional movie or television filming, and are rented to the general public for wedding ceremonies and receptions, retreats, luncheons, dinners and various corporate functions. They are listed on the National Register

of Historic Places. Revenue generated from Gardens rentals directly benefits services provided by The Frazer Center.

OUR GOALS AND PURPOSE

PRESERVING THE EXPERIENCE OF CHILDHOOD

Adult values, experiences, and activities constantly press on the experience of childhood, pushing children into adult experiences before they are ready. The Center honors the experience of childhood, recognizing that children need time to be children so that they can progress and grow into healthy adults.

CREATING A CARING COMMUNITY

Modern life is challenging for most young families. The Center operates as a community of children, parents, staff, Board members, and interested friends who work interdependently in support of each other's healthy growth and development and create joyful experiences in a loving environment.

QUALITY IN SERVICE

The Center strives to provide the highest quality service in all of its activities. The program follows standards that define quality in early childhood programs set forth by the National Association for the Education of Young Children (NAEYC). Because of our high regard and respect for best practices as defined by NAEYC, we have been a NAEYC accredited center since 2005. We renewed our accreditation in October 2015.

FULFILLING THE PROMISE OF EVERY CHILD AND FAMILY

The Center strives to make certain that the individual needs of each and every child are met and that their unique gifts and talents are developed. Service to children with a range of disabilities and those who are considered typically developing is an integral part of our commitment to families.

Similarly, parents and their families have individual needs. While the Center does not attempt to "be all things to all people," it does strive to meet the individual needs of families to the extent we are able. Teachers and members of the leadership team welcome the opportunity to discuss any needs your family may have at any time during the school year. Any information you share will be kept confidential from other families.

THE NATURE, PURPOSE, AND VALUE OF PLAY

At the Center, a primary requirement of our teachers is to have a comprehensive understanding of play and its relationship to learning; a primary goal of our program is to sustain and enhance the play activity of our children. As early education professionals, we make the statement that play is children's "work." Play is the activity by which children learn and develop. Research has proven that developmentally appropriate play-based early

education helps children develop both cognitive and social skills that are key to success throughout their life, including in the workplace. An excessive focus on product and achievement-oriented activities (devaluing the importance of "play") undermines that which establishes the foundation for a productive and satisfying life as an adult.

FAMILY ARRANGEMENTS

The Frazer Center recognizes that families have different structures and that some families may live apart due to a variety of circumstances. The Frazer Center teachers and staff are sensitive to the needs of children in these situations and will work to support the entire family. Please contact your Lead Teacher or any member of administration to discuss what works best for you and your family so that appropriate accommodations can be put into place.

PROVIDING A QUALITY WORK ENVIRONMENT

The Center treats its staff with care and respect, recognizing that the quality and well-being of the staff determines the quality of the program. We strive to retain a well-qualified teaching staff by providing competitive pay rates along with benefit packages, such as health care and retirement programs.

A MODEL PROGRAM AND TRAINING SITE

From its inception, the Center was established with the idea of being a model program for children and serving as a training site for early childhood education professionals, social workers, psychologists, medical residents, occupational therapists, physical therapists, and speech language pathologists. For many years, the Center has partnered with local colleges such as Emory University, Georgia State University, the University of Georgia, and Georgia Southern University as an internship site. Students and interns placed at the Center must submit background checks prior to spending time in any classroom. They are not charged with supervising children and are always under the supervision of Frazer staff.

PERSON-FIRST LANGUAGE

As an inclusive community, we want to put the person first in everything we do, including our speech. We strive to use person first language, and encourage you to do so, too. This simply means that when you are speaking or communicating about a person with a disability, recognize the person before the disability. For example, instead of "Autistic people", we would say "people affected by Autism".

OUR CHILD DEVELOPMENT PROGRAM

OUR PHILOSOPHY

The philosophy of an early education center is the prime factor in determining the quality of experience provided to the children attending the program. Philosophy provides the foundation for how the program is organized and implemented as well as what kind of staff is hired and how they interact with the children.

The Frazer Center Child Development Program promotes the optimum development of each child. We recognize that the child's entire experience with the Center is important and there is no defined separation between learning and caring, play and work. Our goals for each child are drawn from the child and her/his family, NAEYC, Bright from the Start: Department of Early Care and Education (including the Quality Rating and Improvement System of Georgia), and the Creative Curriculum educational approach. Our approach includes:

- Promoting all aspects of development including physical (gross and fine motor); social (awareness, respect, ability to share and cooperate); communication (verbal and non-verbal); self-esteem (self-awareness and positive self-image); and cognitive (comprehension, problem solving, and skill acquisition)
- Encouraging each child to develop his or her unique individual talents
- Developing a foundation that promotes individual success in the future
- Creating an "active learning" environment in which to develop

We want to empower children to become confident, life-long learners and secure, caring people. The fundamental goal of the Center's programming is that children become enthusiastic learners by engaging activities they plan and carry out themselves. We recognize that children need active experiences with the world of people and things, and opportunities to plan, set goals and take responsibility. Thus, our teachers craft opportunities for children to experience their community and to learn in formal and informal ways, provoking questions and helping the child find new answers and challenges. Our teachers also help children achieve the confidence and self-discipline needed to develop increasingly more sophisticated skills and knowledge.

OUR CURRICULUM

The Frazer Center uses The Creative Curriculum for all age groups in the program. The Creative Curriculum educational approach has been successfully used with children of all abilities since the 1980's. The Creative Curriculum bases its educational approach on the idea that all children progress and learn through interactions with the social and physical environment. Based on this idea, an open framework consisting of a set of guiding principles and practices, was created for teachers to follow as they work with children of all age levels. This open framework provides flexibility, allowing teachers to adapt the learning environment to the abilities and capacities of the children that comprise their classes. **Due to the inclusive nature of the Frazer Center Child Development Program, great care is taken to ensure active and equal participation of all children.**

The most important goal of this curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. The goal is to help children become independent, self-confident, inquisitive learners. We're teaching them how to learn, not just in preschool and kindergarten, but all through their lives. Each child is allowed to learn at his/her own pace and in the ways that are best for them. We're giving them good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their years.

-From The Creative Curriculum, Diane Trister Dodge and Joanna Phinney

The Creative Curriculum is implemented in a way that allows for modifications and adaptations, ensuring success for all children enrolled. It is implemented in a way that is responsive to family home values, beliefs, and experiences. Information collected in the Family Information Survey, included in the intake packet, assists teachers in planning.

If you would like more information on The Creative Curriculum, you can visit their website at www.teachingstrategies.com.

ASSESSMENT OF CHILD PROGRESS

An important feature of the curriculum is the assessment process for each child's development and progress while they are enrolled in the program. Teachers have received formal training on how to assess child progress. They also receive ongoing training regarding how to use information obtained through the assessment process to appropriately modify the curriculum to meet each child's needs. Assessments, which are conducted on an ongoing basis throughout the year, are composed of developmental checklists, anecdotal notes, screenings, and work samples. We collectively refer to these documents as the "Portfolio".

Assessments are most often conducted while children play in small or large groups within the context of their normal day and schedule. However, more formalized screenings may be conducted one-on-one. If an individual assessment or screening is conducted, the process takes no more than 10-15 minutes (shorter for younger children), and interactions are child-friendly and relaxed.

Each child's portfolio is kept confidential via a password protected online system – Teaching Strategies GOLD (TSG) for Infant through Preschool classrooms and Work Sampling Online (WSO) for GA's Pre-Kindergarten classrooms. Portfolios are available to parents at any time upon request and are formally shared with parents during parent-teacher conferences. Access to portfolios is limited to Frazer Center staff, including teachers and administration, as well as you, the parent. Written consent must be obtained prior to any other person gaining access to a child's assessment and/or screening information.

A written, summarized report is provided to parents during conferences. If you need this information provided to you in a language other than English, or a method other than written, please let the Lead Teacher or a member of administration know so that we can meet your needs.

If your child has an Individualized Education Plan (IEP) or Individualized Family Services Plan (IFSP) we would like to include those documents in your child's portfolio. Parents, teachers, and the Inclusion Specialist will work together to decide how best to incorporate the goals identified within those documents. We are also interested in what you observe at home. At any time, please feel free to share observations from home with your Lead Teacher. The Ages and Stages Questionnaire is one platform for you to share information about your child to include in assessments.

If you would like to know more about any part of our Curriculum, including the assessment process and tools used, please feel free to contact your Lead Teacher or the Inclusion Specialist. Below are links to provide you with additional information about the curriculum objectives.

[Link for Teaching Strategies Gold Objectives \(Infant-Preschool programs\)](#)

[Link for Georgia Early Learning Standards \(GA Pre-K program\)](#)

DEVELOPMENTAL SCREENINGS

The Frazer Center may use the Ages and Stages Developmental Questionnaire, Brigance Early Childhood Screening, and the Creative Curriculum Developmental Continuum to screen your child while they are enrolled at the Center. We ask that parents fill out the Ages and Stages Questionnaire each year. We will gladly share the information from the screening with you at your parent-teacher conference, or anytime upon request. The information gathered with this tool will help us identify any possible developmental red flags that need to be addressed.

PHYSICAL ENVIRONMENT

Our physical environment has been thoughtfully organized to serve the developmental needs of children. Infants, toddlers, and preschoolers each have their own outside play area; each have equipment and activity spaces appropriate to their developmental needs. Our program permits free flow of activity in and out of the room for most age groups during various times of the day.

OUTDOOR PLAY

When weather permits, children will spend time outdoors. According to licensing regulations, young children are to spend a minimum of an hour and a half outdoors each day. Infants are to spend an hour outdoors each day. Please dress your child appropriately and supply jackets

and coats according to the current weather. Also, please be sure to send children in play clothes with shoes that adequately protect the feet and are not slick-soled (tennis shoes are a good choice, please avoid flip flops and shoes without a back strap). Lastly, as we are located in a heavily wooded area; mosquitos and ticks are a concern at certain times of the year. Please be sure to provide your child with insect repellent containing DEET to protect them from these pests.

During times when outdoor play is not admissible, children spend time indoors in the Atrium. Outdoor play may not be admissible or may be shortened during active precipitation, wind advisories, extreme temperatures, or high smog alerts. A doctor's note is required in order to keep a child (including infants) inside during their scheduled outside play time.

INCLUSION IN OUR CLASSROOMS

Inclusion rests upon the belief that young children with disabilities and their typical peers can participate together in the same classroom or community setting, reflecting the diversity of the society in which we live.

Research shows:

- Regular early childhood education curriculum and access to typically developing peer groups will provide learning opportunities that do not or may not exist in a special education or segregated classroom environment.
- The presence of typical peers makes inclusive environments more challenging, more demanding, and more stimulating than segregated classroom environments.
- Typical peers are not only provided with opportunities to learn more realistic and accurate views of individuals with disabilities, but are also provided with opportunities to develop positive attitudes toward others who are different from themselves, and are encouraged to peer tutor, or to strengthen their skills, by assisting another child.
- Families have opportunities to teach their children about individual differences and about accepting individuals who are different.
- Federal and state laws recommend that, to the extent possible, children with disabilities be educated in settings that are typical and include same-age peers. This is known as placement in the least restrictive environment.

Inclusion can occur in a variety of ways in the classroom. Here are a few techniques you might see:

- Employing the principle of partial participation: Children with disabilities who cannot do every component of an activity are encouraged to participate in those parts they are able to do. They may also receive direct assistance from classroom staff to ensure participation.

- Expanding and adapting materials and activities to accommodate the individual goals, objectives, and outcomes for each child.
- Using facilitative and natural child positioning procedures: Classroom staff, support staff (e.g., therapist) and the Inclusion Specialist make recommendations to facilitate participation in activities to the maximum extent possible. This may include support from specially designed furniture or equipment, as well as supportive materials such as pillows and wedges.

At the Frazer Center, we believe that *all* children are special and that our purpose is to help each child gather, learn and flourish with her/his peers, modeling the kind of community we hope they come to value throughout their lives. **Please refer to our web site for additional information about our Inclusion Services.**

APPROACH TO DISCIPLINE AND GUIDANCE

It is vital to the well-being and successful development of young children that they have clear, consistent, and appropriate limits on behavior. Because of our commitment to developing a positive sense of self-esteem, and independent, responsible, and caring behavior, we approach "setting limits" (discipline) in a predictable, clear, and sensitive manner. The limits we set arise from two areas of importance: not hurting oneself or others and respecting the physical environment. We also design the environment to minimize the necessity of limits, and share control with children in the decision-making process. In guiding a child, our primary goal is to support the child in developing awareness in these two areas and in establishing effective "inner discipline" or self-control. This reduces their dependence on adult-imposed control. Since developing "inner discipline" is our primary objective, setting limits is treated as a learning process.

If a child's behavior is inappropriate or unsafe, an educative consequence appropriate to the behavior, age and individual child is applied. Our first course of action is positive redirection (for instance a child may simply be directed to another activity) and facilitation of "win-win" problem solving. Generally, these two approaches are successful. If they are not, other strategies are utilized, which may include the utilization of the "quiet corner" for a brief time until the child is more in control and able to respond to or follow safety guidelines. The "quiet corner" is child initiated and used as a calming down time with adult supervision as opposed to "time out" which is teacher directed and punitive in nature. "Time out" is not a strategy utilized at the Center. All discipline is meant to teach, not punish.

MANDATED REPORTING PROCEDURES

Any and all suspected cases of abuse, neglect or deprivation either at home or at the Center should be immediately reported to the Director of Child Development Programs or another member of administration. Report all suspected cases by families, staff, volunteers or others. In the event the Director is not available, make the report to any member of administration so

that it may be reported to the Department of Family and Children’s Services. This reporting is required by law.

Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation or other disciplinary action for that reason alone unless it is proven that the report is malicious.

The following incidences that occur while in the care of the Center must be reported to Bright from the Start: Department of Early Care and Learning within 24 hours: 1) death of a child, 2) any serious illness or injury requiring hospitalization or professional medical attention other than first aid, 3) if any employee acquires a criminal record while working at the Center 4) any lapse in supervision.

SUPPORT PLANS

For children with more intensive needs related to behavior or any other developmental area, teachers, staff and parents will work together to establish a Support Plan. The Frazer Center staff will initiate a meeting to discuss notes, observations, and methods related to the behavior of a specific child. Consistent strategies will be implemented and the results will be documented as a means to assist the child in being successful in the classroom. It is important to note that Support Plans are used when behavior is significantly disruptive to both the child and the classroom. After the plan has been implemented for a period of time, staff and parents will decide whether revision of the plan or further intervention or referrals for outside support will be beneficial.

CONTINUITY OF CARE MODEL

In an effort to ease transitions within the program, we follow a continuity of care model for the infant and toddler programs. This means that children stay with at least part (if not all) of their peer group when they move into new classrooms each year in September. Additionally, at least one of the Assistant Teachers from the previous year will move with them to the next classroom. Children stay in each age group for 12 months.

RATIOS OF ADULTS TO CHILDREN

Our experience has confirmed what research has shown – that one of the most significant factors in providing a quality environment for children in a group setting is the number of paid, trained professional teachers available with whom the children can interact and relate. Not only do more staff provide better supervision and care, but it also provides a greater variety of personality types for a child to experience and increases the probability that your child will find a "special someone" to bond with. If your child bonds well to at least one adult in his/her room, the likelihood is that he/she will be happy at school.

AGE GROUP	NAEYC RATIOS	STATE RATIOS
INFANTS	1:4	1:6

YOUNG TODDLERS	1:4	1:8
OLDER TODDLER	1:6	1:10
PRESCHOOL		
THREES	1:9	1:15
FOURS	1:10	1:18
GEORGIA PRE-K	1:11	1:11

STAFF MEETINGS

Adequate planning time is required to coordinate and evaluate program activities. To facilitate our operation, we conduct weekly meetings within each classroom and monthly meetings between teachers and children’s program leadership staff. We also schedule additional in-service workshops four times each year (at a minimum) and at other times throughout the year to enhance professional development and to meet NAEYC accreditation and Bright from the Start licensing requirements.

INCLUSION SPECIALIST

In order to ensure high quality services for all children enrolled at The Frazer Center, we employ an Inclusion Specialist. The Inclusion Specialist works with all children, focusing on the children with special needs. The Inclusion Specialist bridges the gap between home, school and therapy services, making sure that all involved with the care of the child are working on the same goals. The Inclusion Specialist is available to all families for consultation and resource referral. **Please refer to our web site for additional information regarding our Inclusion Services.**

VOLUNTEERS

The Center solicits, encourages, and supports the participation of a diverse group of volunteers in the classroom. The purpose of having volunteers is to enrich the program by supporting the paid staff as they seek to address the learning needs of every child. The responsibility of the Center to the volunteer is to assist them in meeting their goals, which may be as simple as to have a joyful experience of giving, or as complex as fulfilling a practicum requirement for a high school or college class. An underlying guideline for the use of volunteers is that they always contribute positively to the program and do not detract from it.

In the process of providing these volunteers a valuable service experience while balancing program needs and the protection of all children and adults, at no time are they left alone with children. All volunteers receive an orientation prior to entering the classrooms and volunteers over the age of 18 must provide a background check in order to participate with the children. Over the years it has been demonstrated that our volunteer participation has contributed greatly to the experience of children at the Center, and we are pleased to share our quality program with others in this way.

Parent Volunteers

Research shows that parent involvement in children's learning positively impacts student achievement levels. We believe that your participation at the Frazer Center will make a difference and will positively impact your child's progress and development. We encourage all parents, legal guardians and adult family members to become actively involved at the Frazer Center by serving as parent volunteers. Your time, talent and enthusiasm are an integral part of the day-to-day functioning of the Center and the overall academic development of your child.

There are a number of ways you can volunteer at the Frazer Center. Possible volunteer activities to support the Center include:

- Fundraising activities
- Special events assistance
- Work in the Gardens
- Leadership activities such as serving as the parent representative for your child's class, participation in the Parent Teacher Action Committee (PTAC), the Book Fair, Frazer Fall Fest, Goodness in the Gardens, or participating in other Center committees

If you would like to volunteer for specific jobs, please contact the Communications and Development Coordinator to be placed on the volunteer schedule. We truly appreciate your participation as a parent volunteer and we will make every attempt to match your interests and skills with projects or tasks that you are comfortable with.

CONFIDENTIALITY

Program staff and administration at the Frazer Center understand the importance of confidentiality regarding your family's information. Unless authorized to do so, personal information including address, phone number(s), and email addresses will not be released. Information related to your child will not be discussed with anyone other than Frazer Center staff members without your consent, unless required by law. Children's files are located in secure locations, accessible to the Director of Child Development Programs, the Assistant Director of Child Development Programs, and the Inclusion Specialist. When unattended, these files are locked away to ensure confidentiality.

CHILDREN'S PROGRAM DETAILS

The children's program includes thirteen classrooms for infants, toddlers, preschoolers and pre-kindergarteners. New classroom groupings are formed each September as our four- and five-year old children move on to kindergarten. Each classroom is identified by a unique name. Children are placed in groups based on the following considerations: chronological

age, peer relations, ratio of typically developing children to those with disabilities, and available space. A listing of the groups can be found below.

The daily schedule provides both for activities specifically geared to the similar developmental level of children in each classroom, as well as opportunities for children of different ages and developmental levels to interact and learn from one another. Children generally remain with the same peer group or part of the same peer group throughout their time in the program. Children also remain with some of the same caregivers, allowing us to provide continuity of care from the infant through the toddler classrooms. The following is a brief description of the educational focus of the program:

OUR PROGRAM FOR INFANTS AND TODDLERS:

*Sunshine, Little Cloud, Rainbow, Tree Top, Mother Goose, Busy Bug,
Farm, Rainforest, & Pollywog*

For infants and toddlers the program focuses on four areas: **self-esteem and personal awareness; communication skills; social skills; and physical development.** Self-awareness and positive self-concept are fostered by the caregivers through close personal contact, communication with positive reinforcement, independence in choosing activities, granting of responsibility, and respect for the child as an individual. Communication skills are fostered through thoughtful speaking with the children during routine tasks such as diaper changing, in stories, music, and through enumeration of objects and the description of activities occurring in their presence. Social development is largely a function of the babies' interaction with adults. However, because the children are grouped together, their development is enhanced through physical contact, interaction in play, and structured group activities.

Physical development is the foundation upon which cognitive development is based. Adequate support of the sensory motor stage of development is of the utmost importance. Responsive adults provide the most significant experience, but the environment and physical activities are structured to maximize development. Infants are supported and encouraged in their natural pursuit of independent physical activity.

While the developmental issues for infants and toddlers are similar, certain differences are addressed in the toddler program. Toddlers are more mobile, more independent, and are becoming more verbal. Their program features a more challenging classroom environment, with climbing structures as well as opportunities to take walks around the school. Group activities feature singing, playing musical instruments, playing movement games, and hearing stories. Because toddlers' attention spans are short and rapidly shifting, the program is highly flexible and individualized.

Two years of age is the period which encompasses an exciting developmental stage and includes an increasing thrust toward independence and limit-testing. The proper balance of freedom of activity, decision-making and adherence to appropriate limits set by parents and teachers is critical to successful development of self-esteem and self-control. Social development is fostered through small group interactions. Relationships between children that are assisted by teachers provide the greatest opportunity for development.

During later toddlerhood, communication skills are emphasized as children focus on language development. Stories and songs take on a greater significance but are not as important as dialogue that takes place between children and teachers. This is also a time period when children, in striving toward greater independence, develop more refined self-help skills in the areas of dressing, eating, problem solving and toileting. For many children the process of toilet training begins and is often completed during this year. We take a relaxed and child centered approach to supporting children in achieving toilet training and find that interest in participating with peers combined with positive, loving reinforcement by teachers is a sufficient motivator for most children.

Physical development is highlighted by the reinforcement of coordinated movements and expansion into more complex gross and fine motor activities, all of which are promoted by the creation of an appropriate and stimulating environment, filled with equipment and activities that are of interest to the children and allow for age appropriate challenges.

The outdoor play space for children is equipped with balls, sand and water play supplies, swings, tricycles, riding toys, and wagons. Classroom activities are also rotated outside providing children with a variety of opportunities including: selecting building toys such as Duplos or blocks; artistic experiences involving play dough, watercolors and glue; literacy experiences such as reading books; practicing eye-hand coordination and fine motor skills by coloring, writing, cutting, stringing beads, and working puzzles.

Cognitive development is supported by interactions and investigation within a stimulating environment, rich in opportunities for developing language, problem solving skills, identification and classification, counting and number concepts, and emerging interest in literacy.

**OUR PRESCHOOL & STATE FUNDED PREKINDERGARTEN PROGRAM
FOR THREE-, FOUR-, AND FIVE-YEAR-OLDS:**

Ocean, Jungle, Expedition, & Safari

Three-, four-, and five-year-old children are dynamic and on the move - ready and interested to learn more about their world and how they as individuals fit into it. Therefore, curriculum for these children is exciting, challenging, and supportive of each child's unique learning style.

The curriculum for each of these groups is designed to meet the interests and developmental needs of the children. Children are participants in the learning process and are encouraged to share their interests and ideas. Teachers are able to adapt the curriculum in order to take into account the children's expanding knowledge, interests and abilities. Through observation and interaction, teachers introduce new concepts and initiate or extend activities in order to ensure that each child progresses in key developmental areas. Open shelving in the rooms allows for easy access to toys, materials and books, enabling children to initiate and expand activities. Defined areas for blocks, manipulative and building toys, artistic expression, dramatic play, reading and quiet play are found in each room, in addition to larger spaces for group activities and the expansion of various types of play. Opportunities exist for children to be involved in large or small group activities or to play alone in a cozy place. The spacious outdoor environment for these children includes a garden area, sand tables, climbing structures, and swings. Additionally, children and teachers also utilize the outdoor environment for artistic expression, gardening, reading and storytelling, small group games, and as a place to develop a growing appreciation of nature in the form of bugs, plants, water, dirt, clouds, temperature, shadows, and much more.

The expansion of social and emotional growth is rapid during this time in a child's life. Children are in the process of discovering and exploring who they are as an individual, a member of a family, and a peer within a social group. The program's philosophy strongly emphasizes multi-faceted support of each child's own unique developmental process in the realms of social and emotional growth. This support includes respect for individual needs, facilitation of individual and group problem solving, identification of emotions (*"I can see that you are feeling sad right now."*), and gentle, nurturing care which conveys to each child that he/she is special and deeply loved.

Additionally, during these years children are developing increasingly complex thought, problem solving and investigatory abilities. Our curriculum is designed to insure that ample opportunities are available for children to explore problem solving in the context of everyday events, such as circle time, social play, experimentation with toys and equipment, and outdoor play. The role of the teacher is to be readily available to assist children in their exploration by posing questions, which encourage expanded thinking and assist them in extending their play and learning activities. Through active exploration, play, and continuous building of social relationships, children develop a positive and healthy self-concept, which supports future learning and relationships. It is our belief that when children are supported in realizing their ability to be successful in the world, they will be more fully prepared to make positive contributions to our society.

Typically, during the latter half of the three-year-old year and progressing steadily during the four and five-year-old years, children become increasingly interested in literacy activities. We view literacy activities to be any activity or process where a child is exploring and developing

skills, which will eventually support them in becoming good readers and writers. In its simplest form, this means developing capacities ranging from eye/hand and fine muscle coordination necessary for the mechanics of writing to the more complex cognitive processes of comprehending that letters are symbols that can be decoded and combined to create written language. Teachers support these emerging processes by providing an environment that is rich in spoken and written language and that allows children to experience, view, copy, practice, and conceptualize both written and oral language. Due to the individual nature of each child's learning process, teachers exercise great care in order to evaluate when children are ready for increased challenge in the area of developing literacy abilities.

OUR EXTENDED CARE PROGRAMS:

For children in our State funded Pre-K & public school programs (up to age 9)

Before and After School Care

We offer before and after school care in a relaxing environment. Each morning children in care before school eat a nutritious breakfast and pursue activities of interest to them.

The after-school program is designed to provide children time to play outdoors, interact with friends, explore creative arts, play games, work puzzles, and construct with various manipulative toys and blocks. As with the program for the four- and five- year-old children, the environment is designed to reflect the interests and capabilities of five to nine year olds.

Summer Camp

Summer Camp runs throughout June and July following the end of the Pre-Kindergarten school year. Children who have completed our Pre-K program are eligible to attend. This program is also open to children from five to nine years of age in the community. Summer Camp runs for a total of ten weeks and consists of week-long sessions based on various themes of summer. Outdoor games, field trips, creative arts and music are central components of the curriculum, which is designed to be relaxing and educational.

OUR CURRICULUM ENRICHMENT PROGRAMS

Each year we offer various enrichment activities specific to early childhood education. We work with various providers to enable children to experience enrichment opportunities. These opportunities may include music therapy, Spanish, Sign Language, and science education classes, amongst others. We are continually evaluating various enrichment opportunities for the Center and may make changes to offerings throughout the year.

ENROLLMENT & TUITION INFORMATION

TUITION

Tuition, Pre-K morning care and after care tuition, and Pre-K meal fees are due on the 1st of each month. Tuition is for the entire month, including holidays, regardless of attendance.

A deposit equal to one month's tuition is required to hold your child's spot in advance of their start date. This deposit is required for all full-time students and spot share owners. If a spot sharer (non-owner) moves to a full-time spot, a deposit will be required at that time. After the child's last month of attendance, the deposit will be refunded, less any outstanding fees, provided all withdrawal policies are followed. If a family pays the deposit, and subsequently decides not to enroll, the deposit will be refunded, less a \$200.00 administrative fee.

Since Continuity of Care and teachers' relationships with ALL Frazer students are equally important, we ask that parents refrain from hiring current staff members away from the Center to be their child's caregiver. We want all children to benefit from our wonderful staff. Please note that families who hire staff members away from the Center to serve as caregivers/nannies will forfeit their deposit when their child withdraws from Frazer Center.

For your records, a statement showing the amount paid each month will be emailed to the primary payer on your account around the 15th of each month.

Additional details regarding tuition:

- Tuition is due on the 1st of each month regardless of whether the 1st is on a weekend or holiday.
- Please ensure your payment is received on time. Payments not received by the 5th will be charged a \$35 late fee. Additional fees of \$10/day will be assessed for every day after the 5th that payment is late. If tuition is not paid by the 15th, enrollment may be terminated.
- Frazer Center's preferred method of payment is monthly automatic drafts to your bank account. This reduces the likelihood of late fees in case your payment isn't received on time. To sign up for automatic monthly bank drafts, please complete the EFT Authorization Form on the website at www.fraziercenter.org/inclusive-community/tuition-payments-fees.
- If you would prefer to make payments by check, please place them in the lock box in the lobby. Credit cards are also accepted for payment, and an online authorization form is available on the website. Please note that credit card processing is costly to the Center, so automatic bank draft or check is preferred if possible.
- A \$35 service fee is charged for any returned check or declined credit card payment.
- Tuition will not be prorated should you decide to withdraw your child from the program before the required 30 day notice. See Withdrawal Policy for more information.
- Tuition rates are increased as needed at the beginning of each school year (September 1) to cover the costs of increased expenses. Administration will make every effort to

inform you of increases in a reasonable amount of time before they go into effect, typically with re-enrollment each spring.

SIGN IN & OUT POLICY

Children must be signed in and out daily at the kiosks in the lobby. This is an important safety policy. After the third missed sign in/out per month, \$25 per missed sign in/out will be assessed.

LATE PICK UP POLICY

The Center closes at 6:00pm. After a 5 minute grace period, a late fee of \$5 per minute per child will be assessed. Please make all efforts to pick your child(ren) up on time to respect our teachers who need to go home to their families. Calling the Center does not waive the late pick-up fee.

FINANCIAL AID

To assist families who cannot afford tuition, a limited amount of financial aid is available. To apply for financial aid, please contact the Director of Child Development Programs for an application.

MONTHLY TUITION RATES AND OTHER FEES

Infant Tuition	\$1,465
Toddler Tuition	\$1,420
Preschool Tuition	\$1,290
Pre-K Morning Care	\$65
Pre-K After Care	\$440
Pre-K Morning AND After Care	\$475
Pre-K Meals	\$115
Summer Camp	\$275 per week
Annual Activity Fee (due Sept 1 st)	\$125 per child (except Pre-K)

ANNUAL FEES

Activity Fee

An annual activity fee of \$125 is assessed September 1st to help provide art materials, enrichment activities, and special events for the children.

Re-enrollment Fee

Families are issued a re-enrollment packet every spring for the following school year. A \$50 non-refundable administration fee is required with the completed packet.

PRE-K EXTENDED CARE FEES

For families who only need occasional extended day services enrolled in the Pre-K program, we offer per-diem rates on a limited basis. Charges are based solely on the sign-in and sign-out clock of the computer. This is the only way we can objectively track what is considered

morning and aftercare. Lunches will be tracked by classroom teachers each day – children who don't bring or forget their lunch will be charged. To avoid unnecessary charges we ask for your cooperation in promptly picking up/dropping off your child after signing in and out.

Extended Hours Fee Information

- Per diem after care starting at 2:40pm (up to six days of after care in a given month) - \$32/day
- Per diem morning care before 7:55am (up to six days of morning care in a given month) - \$8/day
- Per diem meals/snacks (up to 10 days of meals/snacks in a given month) - \$8/day

Additional Information:

- Parents will be billed \$32 per day for each day you pick up after 2:40pm, up to six days in a given month. If your child attends seven or more days of after care in a given month, you will automatically be billed for a full-month's tuition.
- Likewise, for morning care, you will be billed \$8 per day for each day you drop off prior to 7:55am, up to six days in a given month. If your child attends seven or more days of morning care in a given month, you will automatically be billed for a full month's tuition.
- Lunches will be billed at the rate \$8 per day for each day your child is without lunch. If your child eats our meals more than 10 times in a given month, you will automatically be billed for a full-month's meal cost.

ADMISSIONS POLICY AND PROCEDURES

ADMISSIONS POLICY

Enrollment is open to any child, 6 weeks of age through 5 years, without discrimination based on sex, race, color, national/ethnic identity, ability, or creed, provided the child will benefit from the program offered and not pose a threat to the health and safety of other children enrolled or to the staff. Enrollment priority is given to children with disabilities, siblings of currently enrolled children, and children of employees. A number of other factors are considered and determine admission of individual children, including date of application and philosophic compatibility of parents or caregivers with the program.

The process of "matching" is also a central factor. In this process, the leadership team in the children's program assesses the composition of the group. It is not unlike curriculum planning, in which complex enriched environments are developed to facilitate learning among all people involved. The most important part of our curriculum is families. As a result, optimal "matches" are important. Factors considered in this process include but are not limited to: age/date of birth, characteristics of development, balance of boys/girls in groups. With the above in mind, children are admitted in an effort to reflect as much diversity as possible so that children are thriving. Each child is considered as he/she relates to a "fit"

within an already existing group. Decisions about actual composition of groups are also based on the importance of families connecting with one another.

CHILDREN WITH DISABILITIES

The Center encourages the enrollment of children who have a range of developmental disabilities and medical conditions. Factors for enrollment consideration include, but may not be limited to, how well each child's individual needs will be met in the context of the program's philosophy, group size, teacher-child ratio, staff expertise, and the number of other children with specialized needs within any group.

The Center works closely with the local Babies Can't Wait offices, the Special Education Department of several local school districts as well as a variety of community therapists. Additionally, the Center has experience working with parents and agencies to facilitate the use of therapeutic companions to support a child's enrollment when one-on-one support is needed. Regrettably, the Center is not able to provide therapeutic companions or individual aids. If you would like more information on our program's inclusion of children with unique needs and/or disabilities, please contact the Inclusion Specialist.

Children with disabilities, as defined by the Center, include children with a diagnosed condition including, but not limited to Down Syndrome, Spina Bifida, Cerebral Palsy, and Autism Spectrum Disorder. It also includes children who have a developmental disability in any of the major developmental domains including speech and language, physical, cognitive, and social-emotional development. Additionally, children who have suffered a significant medical trauma, who are under a doctor's regular care for medical needs beyond what is "typical", or who have undergone any major surgery before the age of five are considered as having a special need. In keeping with the provisions set forth in the Individuals and Disability Education Act (IDEA), other health impairments are also considered special needs, including (but not limited to) Asthma, Epilepsy, and Sickle Cell Anemia.

CHILDREN WHO ARE AT RISK

The Center also enrolls children who are at risk for developmental delays due to research based indicators. These indicators include, but are not limited to, gestational age fewer than 32 weeks, birth weight fewer than 1200 grams, NICU admission for more than 5 days, and parental chronic illness or disability affecting care-giving ability.

INITIAL APPLICATION PROCESS

Families interested in enrollment at the Center are asked to complete the following activities in the process of applying to the program:

- Visit our website at www.thefraziercenter.org to gain general information about our program and to schedule a tour. Group tours are conducted on Wednesday mornings

at 10:00am. You can schedule via the website or by calling the front desk at 404-377-3836.

- Submit the completed application form including a non-refundable \$75 application fee per child. Applications may be submitted electronically via the website. *Parents with siblings already enrolled must follow the same procedure.*
- Contact the Assistant Director with questions prior to enrollment.

Although the admission and the readmission process begin in the spring, we do experience some vacancies during the year. We will contact families throughout the year as spaces become available; however, most of our enrollment vacancies occur in September of each year.

We hold everyone's applications in our interest pool throughout the year in the event a vacancy appears. Each year in January/February we update the interest pool list by sending out a form to each family on the list (via email) and ask that it be completed and returned. Only those families who return the form are kept in the pool.

RE-ENROLLMENT PROCESS

Each spring, currently enrolled families are given a re-enrollment packet to complete and return, as well as financial aid applications for those who request assistance. The Director of Child Development Programs and the Assistant Director review all re-enrollment packets. If we do not receive your paperwork and re-enrollment fee on the designated days, we will begin enrollment of new families on the waiting list. Enrollment and re-enrollment are extended at the discretion of the Board of Directors and Administration.

ENROLLMENT FORMS

In addition to the application for admission, a packet of enrollment forms must be completed and signed before the child enters the program. Upon confirmation of admission, the Assistant Director schedules time with new parents to review all forms, requirements, and orientation processes.

TRANSITIONS

Starting a new school can be an exciting and anxious time for young children and their parents. We encourage parents and children to visit the Center prior to the actual start date following their acceptance into the program. One or more visits to the school during activity time, lunch, and nap, provide an opportunity for children to become comfortable with the new environment before setting off on their own.

Conversely, if your child is transitioning out of our program, either to go to Kindergarten or to another school, we want to help you with that transition. Information that we will gather over the course of your child's enrollment with us will be helpful for his/her new school teachers

and caregivers. We will happily provide you with copies of any assessments, screenings, and portfolio information we have compiled on your child. Additionally, throughout the year and especially in the spring, we will distribute information on surrounding school's open-houses, "Kindergarten Round-Up" events, and registration information.

Transitions within the program are thoughtfully planned for as well. Each year in August, children spend time transitioning into their new class and becoming acquainted with their new teachers and peer group. During the summer transition meetings, parents are given information on class roster, teaching staff, and classrooms for the upcoming school year, in addition to specific information about the transition schedule and process.

Child Retention

Some parents consider holding their child back an extra year in order to delay entrance into primary/elementary school. In general and in most instances, the Center does not practice "red-shirting" for typically developing children enrolled. If there are additional concerns that merit discussing whether to hold a child back, a mutual decision may be reached between the parent and the Center. However, this allowance is at the sole discretion of the Center and is subject to enrollment availability.

WHAT TO BRING ON THE FIRST DAY

On the first day of school, most children need to bring: (All items MUST be labeled)

- Diapers/pull-ups
- Wipes
- Change of clothes
- Outdoor protection (sunscreen, bug spray, coat, etc.)
- Blanket for nap time
- Diapering creams and ointments
- Cup/sippy cup
- Toothbrush and toothpaste (Toddlers, Preschool and Pre-K only)
- To donate to the Center: Re-useable bag (all ages), 3 appropriate sized bibs (Velcro or snap only), and 3 burp clothes (infants and young toddlers only)

These are the most common items that are used daily in the classrooms. Please check with your child's teacher to see what additional items may be needed for a particular room or age group. Keep in mind that we often use paint, water, markers, glue, and/or other messy items daily. Please make sure your child wears "play clothing" to the Center. Parents usually bring items in a diaper bag or backpack. If you choose to do this, make sure you remove any medications, plastic bags, creams, or items small enough to swallow. Children love to explore. Please DO NOT bring toys, snacks, and candy unless teachers ask (show and tell, special parties, etc.) *Please note: No toy guns or weapons of any kind are permitted at the Center.*

Your child may also be attached to an object (blanket, doll, other toy) that would provide comfort and reassurance on the first few days with us. Please feel free to bring it along (labeled, of course!)

Protective lotions such as sunscreen and bug repellent are accepted and encouraged, especially during the spring and summer months. Written permission is required in order to use these products on your child. Additionally, sunscreen or sun block must be a minimum of SPF 15 and include UVB and UVA protection. Bug repellent must include DEET (cannot be used with children under 2 months of age) and will be applied no more than twice each day.

Cloth Diapers

Some parents may opt to use cloth diapers as opposed to disposable diapers. Cloth diapers must include an absorbent, inner lining that must be completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the inner and outer covering must be changed as a unit during each diaper change.

WITHDRAWAL

It is important for your child to be given an opportunity to say good-bye and have a sense of closure when he or she leaves the program. Please let your child and the staff know in advance of your child's last day, so that the transition can be a positive experience for your child, his or her friends, and teachers.

A one month written notification is required to withdraw your child from the program without penalty. The written notice must be given by the first day of the month. The Frazer Center does not prorate tuition for families leaving before the end of the month. This notice should be given to the Assistant Director of Child Development Programs. A copy should also be given to the Staff Accountant. Once notice is received, you will still be responsible for your full tuition for the next calendar month. Please make note that families who hire staff members away from the Center to serve as full-time caregivers/nannies will forfeit the refund of their deposit when withdrawing their children.

OPERATIONAL DETAILS

HOURS OF OPERATION

The Frazer Center is open year round, Monday through Friday, from 7:15 a.m. to 6:00 p.m. Children need to arrive prior to scheduled meal times in order to be served.

MEAL TIMES

- Breakfast: 9:00-9:30
- Lunch: 11:30-12:00

- Afternoon Snack: 3:00-3:30
- Late Snack: 5:00-6:00 (optional)
- The Infant classroom schedules may vary slightly due to individual schedules. Young infants are responsible for bringing formula/breast milk and jar food. Center food is available upon parent/guardian request.

HOLIDAYS

The Center observes several holidays throughout the year. This includes New Year's Day, Martin Luther King Jr. Day, Memorial Day, July 4th, Labor Day, Thanksgiving (plus the Friday after), Christmas Eve, and Christmas. Additionally, the Center is closed for the **full week** after Christmas. Dates for these weeks vary from year to year. Families receive a calendar of closings with their re-enrollment packet annually.

STAFF IN-SERVICE

In addition to holiday closures, the Center is closed to children for a minimum of five days throughout the school year. The dates can be found on the Calendar of Closings and the Activities Calendar, available to parents on the website.

LOADING AND PARKING

Please adhere to posted signage regarding the speed limit and use caution when driving throughout the property and especially in the parking lot. The Center sees a lot of pedestrian and bike traffic on the property each day. There are families with small children and adults with disabilities moving through the parking lot at various times throughout the day, so please be on alert and drive carefully.

There is absolutely no parking or loading from the sidewalk directly in front of the building. This area needs to remain clear of cars so that families with disabilities and emergency vehicles have easy access to the building. There are 15 minute active loading zones along the side of the building for your convenience. All other loading must be from the central or side parking lots. All building entry doors are locked at all times. Parents and staff use a standard access code for entry. Parking is very congested in all areas.

We realize that there are times when the parking lot will be busy and parking may be hard to find. It is **NOT OK** for you to park in the front of the building (area marked by yellow marks). This is a restricted parking area as designated by the Fire Marshall. Parking in front of the building is very dangerous for children entering and exiting the school. Large trucks and buses need room to maneuver through the driveway. Additionally, **parking is only allowed in designated spaces- please do not park on the grassy areas or sidewalks.**

NOTE: The Frazer Center strongly encourages employees and families to remove all personal belongings from their vehicles when entering the building. While the Center does contract

with a security patrol, has external cameras, and other security measures, any lost or stolen items and related damage are not the responsibility of the Center.

ENTRANCE TO THE CENTER

The Ridgewood (back) gate is only open from 7:30am-5:30pm Monday through Friday when the Center is open. It is closed at all other times. This entrance is meant for Marta Mobility vehicles and emergency vehicles only. All other vehicles, including parents, staff and visitors, must use the S. Ponce de Leon entrance, according to the DeKalb County zoning ordinance.

ARRIVAL AND PICK UP

SIGNING YOUR CHILD IN AND OUT EACH DAY IS REQUIRED BY LAW. PARENTS MUST ASSUME THE RESPONSIBILITY FOR ELECTRONICALLY SIGNING THE TIME THEIR CHILD IS IN AND OUT OF SCHOOL EACH DAY VIA PROCARE AT THE KIOSKS IN THE LOBBY. IF SOMEONE OTHER THAN THE PARENT WILL BE DOING THIS, THE SCHOOL MUST BE NOTIFIED IN WRITING OR BY PHONE. SIGNING IN IS OUR ONLY RECORD OF ATTENDANCE.

While we are available to receive children at 7:15 a.m., some families do not arrive until later in the morning. We have found that, in general, children integrate more easily into the program routine when they arrive prior to 9:00 a.m. Though not required, we ask that you plan on having your child(ren) here by that time to facilitate morning transition.

Children anxiously anticipate the expected arrival of a parent, and we appreciate your promptness in picking your child(ren) up from the Center. Additionally, our staff frequently has meetings, classes, and families waiting for them immediately after operating hours. If you are going to be late, it is imperative that you call us to let us know. If there is no answer, please leave a message at the front desk for the closing supervisor.

RELEASING YOUR CHILD

Normal procedure is to release a child to no one other than his or her parents or to another party the parents designate. If someone other than a child's parents plan to pick a child up, please notify the teacher and the front desk as soon as possible. A verbal notice on the day of pick up is acceptable if the person is someone with written authorization with which to release the child. ***If the person is not on the list of designated parties, we must have written permission to release the child.*** Written authorization may be granted by filling out an Authorization to Pick Up Form, available at the front desk or on the website, to include the authorized person's full name, address, and phone number. Identification is required when someone other than the parent picks up a child as a measure of protection. Emergency contacts listed on file are always authorized to pick up children.

Parents who wish to grant access to former Frazer Center employees for drop off or pick up must obtain permission from the Director of Child Development Programs prior to authorization. Permission in these cases is granted at the sole discretion of the Frazer Center.

If information is needed by the Frazer Center staff regarding custody please provide us with the formal paperwork. Unless we have the appropriate paperwork, we cannot keep a child's biological mother or father from picking up his or her child. When we have the appropriate paperwork and a parent tries to pick up the child in a manner that is inconsistent with the legal documents, we will call the other parent immediately and then the police. We will ask that the police mediate the situation and determine who is allowed to take the child home.

LATE PICK UP PENALTY FEES

The Center reserves the right to impose a penalty for picking up your child(ren) after hours. The charge is \$5.00 per minute, per child, for every minute you are late after 6:05 pm. **Calling the Center does not mean that the late pick up fee will be waived.**

There are a number of other procedures that pertain to pick-up. Please review below:

- For any child(ren) not being picked up or dropped off by their parent, the Center must have a dated and signed Authorization to Pick Up Form from the parent.
- The Center reserves the right to check a parent or authorized adult's identification prior to releasing a child(ren) into custody of an unfamiliar person.
- In the event that a parent is late and has not called and cannot be reached, the Center calls the parent authorized emergency contacts to pick up the child(ren).
- Dekalb County Protective Services will be notified and requested to take custody of the child(ren) if a parent and the emergency contacts cannot be reached after 30 minutes has transpired.
- All children must be signed in and out in the front lobby by a parent each day.
- **At all times, a parent must escort their child(ren) while in the building or on the grounds.**
- Parents with multiple children to pick up should pick up infants first. Older siblings can be disruptive to infant classrooms if they are not carefully supervised during pick up and drop off times.

BABYSITTING

The Frazer Center does not accept any responsibility or liability for teachers caring for children outside of the supervised setting of the Center. All childcare before and after an employee's scheduled hours is a private arrangement between sitter and parent and should be arranged outside of Center hours and with the same level of attention that one would give to anyone left in charge of their children.

CUBBIES

Each child has a cubby in the room in which their group is based. Please check your child's cubby each day. Spare clothes should be kept there. Teachers will return properly contained soiled clothes. Additionally, important paperwork such as written communication from administration will be placed in the cubbies. **Items such as medication and other items labeled "Keep out of reach of children" should never be placed in a child's cubby.**

VISITING

The school encourages parents to visit during the day. This makes the child feel very special and facilitates communication between the Center and home. Parents are also warmly invited to join scheduled activities. We emphasize that, while notification of visits is helpful, parents are free to come and go from the Center at their own discretion.

OBSERVATION GUIDELINES

The best times to observe are between 7:15 a.m. and noon, and from 2 p.m. to 5 p.m. If the children are outside, please exit the building and enter the playground through the outside gate. Let a teacher know that you are there to observe.

If you are observing from the observation rooms, you do not need to check in with the front desk. However, if you have questions feel free to ask any member of the leadership team or your child's Lead Teacher.

BIRTHDAYS

Birthdays are a time for each child to feel special and very important. We recognize that families choose to celebrate birthdays in various ways. Some families enjoy bringing in treats for the class to share on the child's birthday. Keep in mind that any food items brought to the class must be store bought and cannot contain peanut products. At no time will the Center allow food prepared at home to be served to the group. Also, we ask that if you plan to bring in treats to share that you notify the parents of the children in the classroom so that parents have the right to refuse. Healthy treats are preferred. **If you choose to make balloons part of your celebration, please do NOT bring latex balloons (mylar is acceptable).**

We also realize that families may have a party elsewhere and wish to invite classmates. Unless you plan to invite the entire class to a birthday celebration or special event, you will need to send the invitations by email or snail mail. We regret that due to confidentiality restrictions, we are unable to release mailing addresses to parents in the program.

CLASSROOM PARTIES

There are several times over the course of the school year that parents may choose to gather and socialize in their child's classroom (i.e. end of the year parties, holiday parties, etc.). While we encourage parents to have a fun time getting to know one another, please be advised that

alcohol use in the classrooms is strictly prohibited. Alcohol is permitted at pre-approved events and a licensed pourer must be present.

SLEEPING & REST TIME ACCESSORIES

State licensing regulations require each child under the age of one be placed on his/her back to sleep. Blankets, stuffed toys, pillows, and swaddling are prohibited. Children under the age of two cannot have a pillow at rest time. It is our practice that as infants turn one-year of age, they will be transitioned to a sleeping mat. Teachers and parents will work together to make this transition as smooth as possible.

Parents are asked to provide children sleeping on mats with a small blanket for rest time. Children sleeping on mats are also welcome to bring a stuffed, soft animal or doll, as well as transitional items such as "lovies" or pacifiers to which their child is attached and finds comfort using. It is the policy of the Center to give children who aren't sleeping a quiet activity after 30 minutes of rest. This may include a book, puzzle, or something brought from home. Children who do not sleep will not be required to remain on their mat for longer than an hour, in accordance with licensing requirements.

Safe Sleep Policy, for infants (children one year-old and younger):

- 1) Infants will be placed on their backs in a crib to sleep unless a physician's written statement authorizing another sleep position for that infant is provided. The written statement must include how the infant shall be placed to sleep and a time frame that the instructions are to be followed.
- 2) Cribs shall be in compliance with CPCS and ASTM safety standards. They will be maintained in good repair and free from hazards.
- 3) No objects will be placed in or on the crib with an infant. This includes, but is not limited to, covers, blankets, toys, pillows, quilts, comforters, bumper pads, sheepskins, stuffed toys, or other soft items.
- 4) No objects will be attached to a crib with a sleeping infant, such as, but not limited to, crib gyms, toys, mirrors and mobiles.
- 5) Only sleepers, sleep sacks and wearable blankets provided by the parent/guardian and that fit according to the commercial manufacturer's guidelines and will not slip up around the infant's face may be worn for the comfort of the sleeping infant.
- 6) Individual crib bedding will be changed daily, or more often as needed, according to the rules.
- 7) Infants who arrive at the Center asleep or fall asleep in other equipment, on the floor or elsewhere, will moved to a safety-approved crib for sleep.
- 8) Swaddling will not be permitted, unless a physician's written statement authorizing it for a particular infant is provided. The written statement must include instructions and a time frame for swaddling the infant.
- 9) Wedges, other infant positioning devices and monitors will not be permitted unless a physician's written statement authorizing its use for a particular infant is provided. The

written statement must include instructions on how to use the device and a time frame for using it.

COMMUNICATION

MESSAGES, NOTICES AND WRITTEN COMMUNICATION

Please be sure to check your child's daily sheet and cubby for messages. Additionally, you will receive emails from the Center including "This month in the CDP," emailed at the beginning of each month. These emails provide parents with the monthly calendar, community information, and PTAC announcements. Daily sheets and emails are our primary means of communication with families; PLEASE READ THEM CAREFULLY. Other notices will be distributed or posted as necessary. A parent bulletin board also exists in the lobby for advertisement of community wide events and information of interest.

PORTFOLIOS AND PARENT CONFERENCES

Portfolios and parent conferences are in place in an effort to maximize communication between parents and caregivers with regard to each child's development. Individualized portfolios contain developmental milestones, current goals, sample artwork and general facts about each child. Portfolios are continuously updated throughout the year and are discussed with parents formally during parent-teacher conferences. During the conference, your teacher may discuss observations made by the staff including any accomplishments or concerns, upcoming activities and/or challenges that may be appropriate for the child. Formal parent conferences are held each November, February and May. However, parents are welcome to request a conference at any time.

COMMUNICATION WITH TEACHERS

We encourage communication with your child's teachers. While we acknowledge that parents many times develop a relationship with teachers outside of the Center through babysitting and other family gatherings, the Frazer Center is not liable for any situations arising through contact outside of the Center.

We also ask that you refrain from texting or calling teachers while they are at work. We have a no cell phone use policy at the Center while teachers are in the classroom to ensure your child's safety. If you need to contact a teacher, please call the front desk at 404-377-3836.

PARENT CONCERNS ABOUT CHILDREN - CONFERENCES

We care about your concerns for your children. We have found that when such concerns arise, a scheduled conference time works best for sharing between parent and teacher. If you desire a conference, please schedule one with your child's Lead Teacher. Additionally, you may request the presence of any member of the children's program's leadership team. Or, if the

need arises, you may schedule a conference with the Director alone. We are here to meet your needs concerning you and your children. Please don't hesitate to make use of our services.

COMMUNICATING CONCERNS

Open communication is the foundation of a harmonious child development facility. Please make use of our willingness to listen by communicating your needs and concerns as they arise. The Lead Teacher, along with all members of leadership (listed on the front page), are the people directly responsible for the operation of the Center and have the training and experience to answer your questions and solve any problems that may arise. We distribute parent satisfaction surveys each year in May and also encourage parents leaving the program to complete exit interview surveys in order to collect constructive feedback regarding your experience with the program.

GRIEVANCE POLICY

The faculty and staff at the Frazer Center are committed to maintaining a safe and productive atmosphere for children to grow and learn. Communication is key in resolving issues. Parents are encouraged to speak with classroom teachers regarding minor issues and routine concerns. In the event the parent(s) feels the issue is not being adequately addressed or has become a source of conflict, the following grievance procedure should be followed in order to achieve an appropriate solution.

Level 1

When the problem arises, parents should speak directly with their child's Lead Teacher. Concerns expressed to Assistant Teachers will be forwarded to the Lead teacher. If you wish to have a private conversation, please ask to schedule a parent-teacher conference. The Frazer Center teachers will make efforts to respond to the complaint and resolve the conflict.

Level 2

If a parent feels the matter is not resolved, he or she may bring the concern to the Program Director. Parents should be prepared to provide a full account of the situation and communication with their child's Lead Teacher. The Director will take reasonable steps to review parent and Lead Teacher accounts of the issue and resolve the conflict. When necessary, the Director may conduct a conference with the parents and Lead Teacher to discuss a resolution. The Director will respond to the parent within ten (10) working days from the date the grievance was submitted to administration.

Level 3

In the event the matter is not resolved by the Lead Teacher and The Director, the parent may submit a written account of all events to the Executive Director. This statement must be

submitted within ten (10) working days from the final decision of the Director. The Director will make a reasonable effort to respond to the parent and resolve the matter.

PARENT-TEACHER ACTION COMMITTEE (PTAC)

A Note from PTAC:

PTAC strives to be an inclusive organization that works to support the terrific Child Development Program at The Frazer Center. PTAC focuses on raising money to support the program and social events for the families. We expect **100% participation** from the parents/teachers of the children at the Center. *The Frazer Center experience is something to brag about – let's keep it that way!*

PTAC wants YOU! Your energy, ideas and input are essential to support the efforts of the Child Development Program! Meetings are held quarterly for about an hour. We know everyone has busy schedules and might not be able to make all the meetings, but please make as many as you can. We send out the minutes from the meetings to keep you involved.

Detailed below are the activities sponsored throughout the year. We ask for a minimum FOUR (4) hour commitment throughout the school year, as well as attendance at PTAC meetings, which are held quarterly. This is a great way to meet people and get involved with your child's school. If you choose not to participate, there is a recommended \$100 donation in lieu of hours. You can report your participation to the Program Coordinator. Be sure to include your child(ren)'s name, how many hours, and at which event.

PTAC Sponsored Events:

- Fall Fest (November): This event is a great way to meet and mingle with other families at The Frazer Center and have a great time with the whole family! The cost of admission to this event includes plenty of activities for the kids while enjoying the outdoors. This event is open to the public – so encourage your friends and neighbors to attend!
- Teacher Appreciation Week (May): PTAC coordinates gifts and activities for the teachers throughout this week to show appreciation for the hard work that happens all year long. In the past we have catered lunches, breakfasts, provided items for daily raffles, and arranged for mini-massages. With PTAC taking the lead on these activities, the teachers are pampered for the whole week!

IMMUNIZATION AND HEALTH SCREENINGS

For the protection of all children and families, children enrolled in the program must be current on all immunizations, according to recommendations by the American Academy of Pediatrics for their age. The Assistant Director must receive copies of immunization records within 30 days of enrollment. If your child is overdue for immunizations or required health screenings, they will not be allowed to return to school until the proper documentation is provided. If you are abstaining from immunizations for religious reasons, please submit a notarized Affidavit of Religious Objection to Immunization (DPH Form 2208).

ILLNESS

The State of Georgia requires exclusion of any sick child from the program. Parents are asked to exercise good judgment and keep ill children at home and seek medical attention as appropriate. Children will not be allowed to attend the Center while suffering from the following illnesses:

1. Fever: Temperature of 101 degrees or greater. If a child comes to school and is known to have had a fever during the previous 24 hours, the staff will take the child's temperature to determine admission. Children will not be permitted to return to school until they have been free of fever for 24 hours without the use of medication.
2. Vomiting: More than the usual infant "spitting up"; children will be sent home after any incidents of vomiting and may not return until they have been at least 24 hours without vomiting.
3. Diarrhea: Is characterized by frequent watery or green-colored bowel movements, which are not related to medications or food reactions. Children will be sent home after two incidents of diarrhea and may not return until they have been at least 24 hours without diarrhea.
4. Rash: Undiagnosed rash other than mild diaper or heat rash. All undiagnosed rashes require a doctor's note for readmittance.

In addition, you may receive a call from an administrator or teacher if your child exhibits any of the following symptoms:

- Behavior: If a child looks and acts differently: awake and crying, unusually tired, pale, lack of appetite, irritable or restless.
- Respiratory: Breathing difficulties, e.g., wheezing, cold with yellow/green nasal discharge and prolonged cough.
- Sore Throat: Sore throat that may need culturing because other signs are present.
- Eye Drainage: Mucus discharge from the eye that may need medical attention for possible infection.

Our policies and procedures are as follows:

- 1) If your child arrives at the Center with symptoms or possible illness or disease, you will be required to take your child home. If above symptoms manifest while your child is at school or if she/he has a significant accident, we will contact you immediately. Ill children are isolated and parents are requested to pick them up. If we are unable to contact you within 30 minutes or in the event you are unable to pick up your child, we will call your emergency contacts. **An ill child must be picked up by a parent/guardian or authorized adult within one hour of being notified.** If the child seems particularly sick or injured, we will attempt to call your child's doctor, or clinic for further instructions. In a genuine emergency, we will call the paramedics at 911 (less than ½ mile away) for assistance and, and simultaneously call you.
- 2) If a child contracts a contagious illness, parents are required to notify us so we can pass the information on to other parents. Information provided to parents will include the type of contagious illness, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures for school and home. *Your child's name will be kept confidential at all times.*
- 3) In the event that a situation arises with a child that is beyond the capacity of the staff to properly care for and, at the same time ensure the smooth functioning of the program, parents will be asked to pick up the child as soon as possible.
- 4) Children who have had a contagious illness, have been hospitalized for illness or surgery, or have been out sick for 3 or more days **MUST** bring a doctor's note to return to school. Please remember this is important to ensure the health of ALL children and staff. If you do not bring a note, the teacher will refuse to accept your child into the classroom until a note is received.
- 5) The health of the children is monitored by classroom staff, as well as administrators. Determinations regarding the attendance of children who have recently been ill or had a medical issue (e.g. allergic reaction, side effects of medication, etc.) will be made by CDP administrators.

MEDICINE

We will administer prescription or non-prescription medicines to your child only with your written instructions. If you bring medicine to school, you must:

- 1) Make sure it is in the **original, child proof container** (inform the pharmacist before s/he fills the prescription). **NO OTHERS WILL BE ACCEPTED!!!**
- 2) Make sure that medicine is in its original container labeled with the child's first and last name. Give the medicine and Medication Authorization Form to the front desk/Receptionist. *Medication may not be stored in cubbies, lunchboxes, or bags.*
- 3) Fill out a Medication Authorization Form stating what the medicine is, when it is to be given, and how much. This authorization form is good for a two-week period. Forms can be obtained from the front desk or the website.

- 4) Medications that are to be given for ***longer than two weeks*** will require a written doctor's order to continue giving. These orders will need to be updated periodically and new orders written. It will be the responsibility of the parent/guardian to contact the doctor's office for the updated orders. G-tube feedings and aerosol treatments will require a written physician order before being administered at school.

FOOD

Our philosophy of human development recognizes mind and body as an interactive system. Food is one way we can nourish ourselves. With this in mind, we use nutritious foods for snacks to further facilitate optimal mental, emotional, and physical functioning of the children, and encourage parents to do the same.

If your child has special dietary or feeding needs, an individual feeding care plan will need to be developed and kept up to date. Additionally, for children with food allergies, we require consent to post those allergies in the classroom as a visual reminder. If you would like a daily record documenting the type and quantity of the food consumed by your child outside of what is provided by the daily report, please let the Lead Teacher or Inclusion Specialist know; we are happy to accommodate.

If you should decide to bring your child's lunch rather than take advantage of our offerings, please take into account the guidelines below:

- 1) Food must be labeled with your child's name and the date.
- 2) Keep portions small unless your child has a large appetite.
- 3) Keep the sweets and starches to a minimum -- we suggest, at most, once a week. Children who have sweets or chips in their lunch want to eat them first and don't have an appetite for the rest of their food.
- 4) We urge caution when sending foods for children under five, to avoid incidents of choking. *Grapes, hot dogs, popcorn, raw peas, hard pretzels and carrots should not be sent to school per licensing regulations (even when sliced).*
- 5) We provide milk or water in a cup.
- 6) Provide a balanced meal according to the USDA's food guidelines. Staff will supplement lunches brought from home if they are found not to meet guidelines. Suggested foods include:
 - Proteins: pieces of meat, yogurt, cheese (w/ crackers), eggs, chicken, cottage cheese, and tuna. *(The Center restricts peanuts and peanut butter due to allergies.)*
 - Fruit: any fresh fruit (except for grapes), unsweetened applesauce.
 - Vegetables: celery, peas, cherry tomatoes, raw broccoli or cauliflower, or other fresh vegetables.
 - Carbohydrates: whole wheat bread, whole grain crackers.

NUT RESTRICTION

The Center implements a program wide practice that expressly prohibits nuts, including peanut butter, almond milk, and other common forms of nut containing food, from the Center. The Center will not purchase or serve any food or snacks with nuts of any kind. In order to facilitate this practice, we request the cooperation of all the parents to help us achieve this goal. **Specifically, we are asking that parents not provide nuts or nut containing items in their child's breakfast or lunch.**

This particular practice has been implemented to address the needs of several children in our program who have a life-threatening allergy to nuts. Simple contact with nuts or their oils could be potentially fatal to these children, and we have a responsibility to care for these children and address their needs. Even though the program restricts nuts, it is critical that you notify a member of Children's Program leadership of any food allergy, including allergy to nuts.

FORMULA BOTTLES AND BREAST FEEDING

All infants under 12 months old must have an up-to-date feeding plan on file including what type of food or milk is to be given, the time, and the amount. We accept formula or expressed breast milk for infants enrolled. All bottles, formula or breast milk, must be labeled with the infant's name and date and come prepared. Formula must be mixed according to manufacturer's instructions and bottles cannot contain solid foods except with written instructions from a physician. Bottles will be heated only once in a crock pot (no microwaves will be used). Cow's milk may not be served to infants less than 12 months old.

Breast milk must be provided in ready-to-feed sanitary containers and cannot be stored in a refrigerator for more than 48 hours (24 hours if previously frozen). If you choose to actively breast feed your infant, please let a staff member know so that we can comfortably accommodate your needs.

FOOD PROTECTION

The Health Department has advised that certain foods are not safe to eat if left unrefrigerated. For this reason, we make refrigerators available for perishable foods in the infant and toddler rooms. The preschool classrooms utilize refrigerators in the kitchen. When placing food in the refrigerator, we ask that the food item/container is marked with your child's first and last name and date.

In preparing children's lunches, we ask parents to be aware that the following foods are especially vulnerable to spoiling: certain dairy products, any dish made with cream sauce; meats, poultry, fish, sandwiches made with mayonnaise, or sandwich fillings containing mayonnaise.

Food brought to school for special events must be store bought and in their factory sealed containers or whole fruits. At no time will the Center allow homemade foods to be served to the group.

EMERGENCY PROCEDURES

The Center is well prepared for both individual and mass disaster emergencies. Several procedures have been established in order to provide for protection against and care in the event of an emergency.

SEVERE WEATHER, FIRE AND PHYSICAL PLANT PROBLEMS

In case of fire, the Center staff will follow the evacuation procedures posted by the exits. Children will be taken to a safe waiting area and parents/guardians will be contacted for pick-up. The Center conducts fire drills periodically to practice these procedures. Should parents arrive to the Center during a periodic evacuation drill, there will be staff members stationed in the driveway to halt traffic from moving into the upper lots while children are present. If parents are inside the Center when a drill occurs, please plan to participate. **Cars will not be allowed to enter or exit the upper lots during evacuation drills.**

In case of severe weather (tornado/storms) children and staff will be evacuated from rooms and into the central hallway as indicated by the exits. Parents/Guardians will be contacted as soon as possible, without compromising the safety of the children or the staff. The Center conducts tornado drills periodically to practice these procedures.

Possible closings may occur in the event of severe weather or power outages. When making the decision to close, leadership must consider the ability for Center staff to report in, because in many cases, these individuals live farther away than our families. **In most cases the Center will follow the same plan as that for DeKalb County Schools' 12-month employees, in determining whether to close.** In the case of severe weather, please check the website and Facebook page for the most up to date information on closures. The Center also lists information regarding delay and closures on television via Channel 11.

In the event of closures above what is typical for the year (more than three or four), the Center may reinstate staff in-service days in order to make up for some of the closures, however, this is subject to the ability of the Center to reinstate the days and is at the sole discretion of administration. Please note: there is no reduction in tuition in the event of an emergency closure.

Please note, also, that if there is a problem as mentioned above, staff may not be able to answer the phones. Additionally, if there is a power outage, our phone system will not work. You will be contacted as soon as safely possible.

INDIVIDUAL EMERGENCIES

Our administrators, as well as most classroom staff, are trained in First Aid and CPR. All staff receive ongoing review of procedures in the event of an individual emergency. At least one teacher in each classroom has current First Aid and CPR training. Our goal is to have 100% of staff trained in First Aid and CPR.

The Center's Safety Committee conducts monthly safety meetings and facility walk-throughs to assess safety needs of the program, consulting appropriate professionals in various fields as necessary for decisions.

ANNUAL FUND INFORMATION

FUNDRAISING AT THE CENTER

Why Should You Give to our Annual Fund?

You have entrusted your children to the Frazer Center for the best in early education. You've chosen an enriching, inclusive environment. You recognize that Frazer Center offers quality services and excellent faculty for children of all abilities—located in a beautiful forest in the heart of Atlanta. Consider choosing the Frazer Center for your charitable contributions as well by making a gift to our Annual Fund. You and your children will be able to see what a difference strategic philanthropy makes every day.

Your annual gift helps provide enrichment programming and materials to support art and music therapy and Spanish. Annual gifts also support a high teacher-to-child ratio and financial aid. When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity and develop important social skills such as leadership and empathy.

Frazer children develop skills in our inclusive environment that will serve them well in an increasingly diverse world. Current research indicates that typically developing children benefit measurably from inclusive education along with their classmates with disabilities. Children at the Frazer Center also enjoy a unique opportunity to learn and laugh together with participants in our adult program. Your annual gifts help adults with disabilities to gain job and life readiness skills for living wages in supervised experiences at Frazer Center.

Your gift is essential to getting 100% participation by Frazer parents to annual giving. Foundations and corporate funders look to parent participation levels when choosing to award larger grants. Thank you for choosing Frazer for your charitable contributions.

Easy ways to give:

- Add a monthly donation amount to your tuition payment
- Make a secure annual gift on our website. www.fraziercenter.org

- Support Frazer Center through your workplace giving. Our United Way code is 121 and our Combined Federal Campaign is 82792. Your employer may also match your charitable donation.

ORGANIZATIONAL STRUCTURE

BOARD OF DIRECTORS

Roles and Responsibilities

The Board is responsible for overseeing and ensuring the welfare of the corporation as well as any and all activities of the organization; furthermore, it is responsible for ensuring that the philosophical integrity of the program remains intact. The Board does not concern itself with day-to-day design and management of the program except in its role of overseeing the Executive Director. It does concern itself with evaluating and approving the long-range development of services offered by the Center. As the legal body responsible for the Center, the Board carefully reviews the legal implications of all activities of the Center.

The Board is made up of community volunteers including interested parties from the finance industry, the political arena, the fundraising and development community, as well as therapists, educators, and pediatricians. We also strive to have an active parent on the Board at all times. If you are interested in becoming a part of the Board, please contact the Executive Director.

The majority of the Board's time and energy is devoted to financial affairs. One aspect of this activity involves approving the budget and overseeing the financial operation of the Center. The other primary aspect of financial activity involves raising funds to support the Center.