



frazier center
gather. learn. flourish.

**The Frazer Center
Child Development Program**

**PARENT HANDBOOK
2023-24**

**Frazer Center fosters inclusive communities where children and adults,
with and without disabilities, gather, learn, and flourish.**

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.

CONTACT INFORMATION

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WHAT MAKES THE FRAZER CENTER CHILD DEVELOPMENT PROGRAM SPECIAL

OUR MISSION

Frazer Center fosters inclusive communities where children and adults, with and without disabilities, gather, learn and flourish.

OUR CORE VALUES

- *Inclusion:* Strength, creativity, and fun come from our diversity of people and ideas.
- *Welcome:* Everyone who enters our doors is valued, respected, heard, and supported.
- *Gifts:* Every person's unique talents are celebrated and contribute to our success.
- *Excellence:* As professionals, we always do our best and always work to do better.
- *Heart:* We are called to this work, and it shows in our passion and commitment.

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. The Center has assisted children, adults and their families with therapeutic, educational and vocational services that maximize the potential for independence since 1949.

Ann Lane and Rebecca Frazer, believed that children with cerebral palsy would benefit from remaining in the community and living with their families. Just two short years after they founded the Cerebral Palsy School Clinic, the school moved from the basement of a local church to the thirty-nine acre estate it currently occupies. 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 Rebecca 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 until 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.

The grounds include walking trails through the old-growth Frazer Forest and Cator Woolford Gardens. The Gardens are rented to the general public for wedding ceremonies and receptions, retreats, luncheons, dinners, corporate functions, and film shoots. 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.

FAMILY ARRANGEMENTS

The Frazer Center recognizes that families have different structures and that some families may live apart due to a variety of circumstances. 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 the administration to discuss what works best for you and your family so that appropriate accommodations can be put into place.

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.

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.

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.

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 (National Association for the Education of Young Children), Bright from the Start: Georgia Department of Early Care and Learning, 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
- Kindergarten readiness using the GELDS (Georgia Early Learning and Development Standards)

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 through 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.

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 the 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. Factors considered in this process include but are not limited to: age/date of birth, characteristics of development, and balance of boys/girls in groups.

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.fraziercenter.org to gain general information about our program and to schedule a tour.
- 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.*
- Children with an identified developmental delay will be invited to participate in an in-house observation. This individual screening provides an opportunity for us to observe each applicant in a peer group setting, and lasts approximately 40-60 minutes. The purpose of the observation is to help determine if our program is recommended for your child.

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 August of each year.

We hold everyone's applications on our wait list throughout the year in the event a vacancy occurs. Families who do not reply to the enrollment opportunity email, or who decline offers for enrollment two times will be removed from the waitlist.

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 Enrollment and Early Intervention Coordinator schedules time with new parents to review all forms, requirements, and procedures.

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. 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 full-time 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: <https://www.fraziercenter.org/child-development-program/eft-authorization-form>.
- If you would prefer to make payments by check, please place them in the lock box in the lobby. Credit card payments are accepted and include a non-refundable convenience fee of 3%. A credit card authorization form is available on the website to fax or deliver to the Center in person. 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 (page 9) for more information.
- Tuition rates are increased as needed at the beginning of each school year (August 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.

LATE PICK-UP POLICY

Operating hours are 7:30– 5:30 for infants through preschool. After a 5-minute grace period, a late fee of \$32 per child will be assessed. Please make all efforts to pick your child 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.

PRE-K EXTENDED CARE FEES

To avoid unnecessary charges we ask for your cooperation in promptly picking up/dropping off your child after signing in and out.

Pre-K hours are from 8:00- 2:30pm. After 2:35pm a late fee of \$32 will be billed.

Extended Hours Fee Information

- Parents will be billed \$32 per day for each day you pick up after 2:35pm, up to six days in a given month. If your child attends seven or more days of aftercare in a given month, and is picked up late you will automatically be billed for a full-month's tuition.

FINANCIAL AID

To assist families with the cost of tuition, a limited amount of financial aid is available. To apply for financial aid, please complete the Financial Aid Application, which can be found on our website. Additional questions about Financial Aid should be directed to the Vice President of Finance and Administration. .

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 -

A non-refundable re-enrollment fee of \$50 will be assessed to all families on April 1st. If a family is choosing not to return for the upcoming school year, this information must be provided in writing, prior to April 1st, to the VP of Programming and Accounting Department..

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 Staff Accountant and the Enrollment and Early Intervention Coordinator. 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. Children need to arrive prior to scheduled meal times in order to be served.

MEAL TIMES

- Breakfast: 9:00
- Lunch: 11:30
- Afternoon Snack: 3:00
- The Infant classroom schedules may vary slightly due to individual schedules. Parents of 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. Holidays will include Martin Luther King Jr. Day, Memorial Day, Juneteenth, July 4th, Labor Day, Thanksgiving, the Friday after Thanksgiving, Christmas Eve, Christmas, New Year's Eve, and New Year's Day. We are closed between Christmas Eve and New Year's Eve.

STAFF IN-SERVICE

In addition to holiday closures, the Center is closed to children for in-service training days throughout the school year. The dates can be found on the Calendar of Closings available to parents on the website.

LOADING AND PARKING

Please adhere to posted signage regarding the speed limit (10 mph) 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. Cars should not remain in front of the building idling for any reason, since this creates a potential health hazard. 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. Additionally, parking is only allowed in designated spaces—please do not park on the grassy areas, driveway 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 Road (back) gate is only open from 8:00am–5:00pm 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.

DROP-OFF AND PICK-UP

CHECKING YOUR CHILD IN AND OUT EACH DAY IS REQUIRED. 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 currently available to receive children at 7:30 a.m. some families do not arrive until later in the morning. Drop-offs before 9:00 are strongly encouraged, unless there are extenuating circumstances. We find the children integrate more easily into the program routine when they arrive prior to 9:00 a.m. to facilitate morning transition. This creates structure for both the children and teaching teams. Education and development are essential focuses of our program, and consistent morning drop-offs are important. Drop-offs after 11:00 a.m. are not allowed. Arrivals after 11:00 require documentation of a doctor's appointment for that morning.

Children anxiously anticipate the expected arrival of a parent, and we appreciate your promptness in picking your child up from the Center. Additionally, our staff frequently have 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.

DRS. APPOINTMENTS AND RETURN TO SCHOOL

If your child has a doctor's appointment during morning hours and you wish for your child to return to school after the appointment, we ask that you bring your child in before your child's classroom naptime. If your arrival time is after the scheduled lunch time, you will be responsible for providing lunch for your child prior to returning to Frazer Center. When possible, please schedule early morning or late afternoon appointments. Doing so will help to maintain classroom routines.

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.

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.

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

- For any child not being picked up or dropped off by their parents, 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 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.
- 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 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.
- If picking up in a vehicle, all children must be in an age-appropriate car seat upon leaving the grounds. Administrators will address this with any parent who does not follow appropriate safety procedures.

BABYSITTING

Frazer Center teachers owe their primary commitment as a teacher to the Frazer Center, its students and parents. Frazer Center does not recommend or become involved in the recommendation of any of our staff for babysitting away from Frazer Center premises. Any arrangement for such services is strictly between the parent and the staff member. Frazer Center is not a party to any outside babysitting agreement nor can Frazer Center make any guarantees, warranties, or representations as to any outside babysitting services.

Teachers should never approach any parent regarding babysitting services, nor should babysitting services be advertised using Frazer Center communications. Employees should use good judgment in conducting such work and it must not interfere with the job at Frazer Center. In conducting such work, information regarding operations of Frazer Center or confidential information regarding the Center or any customer's personal information obtained during employment at the Center may not be shared. All time spent assisting with the program participants or families outside of Frazer Center work hours is NOT considered working time and the organization is not liable for any injuries or other claims that may arise.

VISITING

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.

CURRICULUM AND PROGRAM DETAILS

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 1980s. 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 practice 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.

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

OUTDOOR LEARNING

Children in Older Toddler, Preschool, and Pre-K classes participate in outdoor learning several days per week. The outdoor learning time is in addition to the daily scheduled playground time. The benefits of being exposed to nature are significant. Research shows that natural settings provide a restorative antidote for students and teachers alike. Children are able to experience and explore in various ways on our 39-acre campus that includes our old-growth Frazer Forest.

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 acceptable, children spend time indoors in the Atrium. Outdoor play may not be acceptable 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.

ASSESSMENTS AND SCREENINGS

Part of the curriculum is assessing each child's development and progress while they are enrolled in the program, and using the results from those assessments to guide curriculum planning. Assessments are composed of developmental checklists, anecdotal notes, screenings, and work samples. We collectively refer to these documents as the "portfolio." Assessments are ongoing throughout the year.

Assessment methods should be 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 with a familiar person/teacher. If an individual assessment or screening is conducted, the process should take no more than 10–15 minutes (shorter for younger children), and interactions should be child-friendly and relaxed.

Each child's portfolio is online within Teaching Strategies Gold software. 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 the parent. Written consent must be obtained prior to any other person gaining access to assessment and/or screening information on a child.

A written, summarized report, referred to as the Family Conference Form, is provided to parents during conferences. If a family needs this information provided in a language other than English, or a method other than written form, notify the Lead Teacher or a member of administration.

Children who have an Individualized Education Plan (IEP) or Individualized Family Services Plan (IFSP) should provide those documents to be included in the child's portfolio. Parents, teachers, and the administration work together to decide how best to incorporate the goals identified within those documents. Parents should feel free to share observations from home with teachers. The Ages and Stages Questionnaire is an example of how we ask parents to share information about their child to include in assessments.

In addition to Teaching Strategies, additional screening tools may be used if parents or Frazer Center staff determine that it would be beneficial to the child's learning and development. Any additional screening will be discussed with parents prior to its administration. Should outside agencies or professionals be used for the screening, parental consent will be sought.

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, and each have equipment and activity spaces appropriate to their developmental needs.

SCREEN TIME

Screen time is prohibited in the classroom, with the exception of educational lessons, programs, or books online that cannot be taught without the use of a screen. All requests to utilize screen

time as a teaching tool must be approved by the curriculum coordinator in advance. Any educational screen time must be limited to a maximum of 15 minutes per week.

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. 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 with activity 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. Additionally, playground or outdoor activities will not be taken away for disciplinary reasons. All children will be permitted to engage in physical activities including outside time each day.

SUPPORT PLANS

For children with more intensive needs related to behavior or any other developmental area, teachers, curriculum coordinator, and parents will work together to establish a Support Plan. The Curriculum Coordinator 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, the Curriculum Coordinator, Inclusion Coach and parents will decide whether revision of the plan or further intervention or referrals for outside support will be beneficial.

REPORTING ABUSE OR NEGLECT

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. 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.

Frazer Center CDP staff are mandated reporters. 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 incidents 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.

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 classrooms. This means that children will stay with at least part of their peer group when they move into new classrooms in August. However, Infant and toddler classes are not guaranteed that all students will move up with their entire classroom. Additionally in these age groups, we strive to have at least one teacher from the previous year move with them to the next classroom. Children in Older Toddlers, Preschool, and Pre-K classrooms will not experience continuity of care, and classes will not be kept together as they move up. Children stay in each age group for 12 months. Classroom placements are determined at the discretion of the CDP administration team. Parent requests are not taken into account in this process.

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	GROUP SIZE (MAXIMUM)
Infants	1:4	1:6	12
12-28 months	1:4	1:8	16
21-36 months	1:6	1:10	20
30-48 months	1:9	1:15	30
Four-year-olds	1:10	1:18	36

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:

- Mystery Reader
- Fundraising activities
- Special events assistance
- Work in the forest
- 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 Director of Development 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 program administrators. When unattended, these files are locked away to ensure confidentiality.

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 or lunch 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.

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
- Sippy cup

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 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.*

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.

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 nut 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.

SLEEPING & REST TIME ACCESSORIES

State licensing regulations require each child under the age of one be placed on his/her back to sleep. Stuffed toys, pillows 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 the child is attached and finds comforting. It is the policy of the Center to give children who aren’t sleeping a quiet activity after 30 minutes of rest. Children who do not sleep will not be required to remain on their mat for longer than an hour, in accordance with licensing requirements.

FRAZER CENTER INFANT SLEEP POLICY (for all infants 12 months and younger)

- All infants will be placed on their backs to sleep, unless written medical instructions from the infant’s primary health care provider directs otherwise.
- Infants capable of turning over by themselves—from their backs to their fronts and back again—will be allowed to remain on their stomach if the child rolls over. A sign will be visible on a child’s crib when they are able to turn over by themselves.
- Infants will be placed on a firm mattress that will be covered by a tight-fitting sheet flush with the sides of the crib. Swaddling is not permitted.
- Health Code prohibits the following conditions or materials for use in an infant crib or bassinet: loose bedding, blankets, bumper pads, pillows, toys, and sleep positioning devices not medically prescribed.
- Every child will have their own designated crib/mat to sleep in.
- Infants will not be allowed to sleep or nap in a car safety seat.
- Infants will never be allowed to sleep in bouncy seats, infant swing, or highchairs, or other furniture/equipment not designed and approved for infant sleep purposes. Infants found sleeping in other than a safe sleep environment must be moved to a safe sleep environment upon discovery.
- All bibs, necklaces, and garments with ties or hoods will be removed before being placed in a crib. This reduces choking and tangling hazards.
- Staff will maintain constant line-of-sight supervision of observing sleeping infants every 15 minutes for signs of stress or distress that may require intervention (overheating, irregular breathing, etc.). If an infant is in any physical or medical distress, staff will take immediate emergency response as needed.

INCLUSION & EARLY INTERVENTION SUPPORT

Inclusion rests upon the belief that young children with disabilities and their typically developing 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 typically developing peers makes inclusive environments more challenging, more demanding, and more stimulating than segregated classroom environments.
- Typically developing 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.

Frazer Center's inclusive early education program welcomes the full and meaningful inclusion of children with disabilities and developmental delays. Inclusion is the practice of educating and caring for children with disabilities or delays in the same environment or setting as their typically developing peers. In an inclusive program, children with and without disabilities learn and participate in the same daily activities and routines. Children with delays or disabilities are not just present in the classroom. They are meaningfully engaged with their classmates in learning and play, which often carries over to celebrations and family gatherings away from the Center. They have rewarding, reciprocal friendships with their peers, and nurturing relationships with our teachers. Every child has individualized learning goals, and the support and instruction to work towards those goals.

How many children in the program have a disability or developmental delay?

According to the Centers for Disease Control, about 17% of children ages 3 to 17 in the United States have one or more developmental disabilities (physical, learning, language, behavior). It is difficult to estimate this number before age 3 since many disabilities are not recognized or diagnosed until children begin missing developmental milestones.

Frazer Center believes the most effective model for inclusion is one that reflects the diversity of our community. Generally around 20% of our program enrollment includes children with diagnosed disabilities or those who do not yet have a diagnosis, but who are receiving therapy and/or diagnostic treatment for developmental delays. We believe this mix allows us to provide the level of support children with disabilities need to fully benefit from an inclusive classroom while also providing a high quality school readiness program for all children.

The percentage of children with disabilities varies by classroom. The percentage is usually lower among infants and young toddlers, and higher among older toddlers and preschoolers, because

disabilities like autism are not usually diagnosed until a child is older. The percentage of children with disabilities also varies among classrooms in the same age group. For example, one preschool classroom might have only two children who have extensive support needs, while another classroom will have four children who need accommodations in the classroom, but who are more independent.

What is the definition of Inclusion according to the DEC (Division for Early Childhood) and NAEYC (National Association for the Education of Young Children)?

The defining features of inclusion—**access, participation, and supports**—are central to the mission and practices of our Inclusion Program. What Is Meant by Access, Participation, and Supports?

Access means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.

Participation means using a range of instructional approaches to promote engagement in play and learning activities and a sense of belonging for every child.

Supports refer to broader aspects of the system, such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high-quality inclusion.

— *from the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*

What type of Early Intervention Support is provided for all students at Frazer Center?

- The Ages and Stages Questionnaire, a screening tool for children’s development, will be conducted on a yearly basis in September. Parents are asked to complete the assessment and return the results to their child’s teacher
- Annual vision and hearing screenings will be available on site through an outside company for our older toddler, preschool, and Pre-K students
- Throughout the school year, teachers collect data and track development through observation based assessments, using Teaching Strategies Gold (TSG) or Georgia Pre-k Work Sampling (WSO). TSG and WSO are ongoing observational systems for assessing children from birth through kindergarten. The results of these assessments are shared with parents during our biannual parent-teacher conferences
- If it is observed that a child may be exhibiting a developmental delay, we may recommend that you explore the options for additional services to support your child. This may include (but is not limited to) speech therapy, ABA therapy, occupational therapy, physical therapy, or developmental pediatric or psychological evaluations. Our team will provide recommendations when appropriate, however your healthcare provider or a licensed therapist should be consulted for diagnostic purposes

- Social skills groups are facilitated by our Inclusion Coaches for students in our older toddler, preschool, and pre-k classes. Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.

What type of additional early intervention support is provided for children with a known developmental delay or disability?

Multidisciplinary Collaboration

- Collaboration is a cornerstone of a quality inclusive education. For children who are eligible, an Inclusion Team composed of parents, teachers, therapists, and an Inclusion Coach is formed to provide additional early intervention support. All team members work together to ensure that the child has a quality learning environment, and an instructional plan that addresses their individual needs. To ensure that parents have more information about their role in the Inclusion Team, parents are given a Parent’s Rights and Responsibilities Agreement form upon enrollment.

What services or supports are provided by our Inclusion Coaches?

- Facilitation of an Initial Inclusion Team meeting upon enrollment. This meeting is meant to get to know your child’s strengths and developmental needs. The information gathered during this meeting will be used to create individualized learning goals.
- Regular communication with therapists, to ensure knowledge of a child’s therapeutic goals
- Translation of therapeutic goals to the classroom setting. Our Inclusion Coaches are meant to bridge the gap between what is happening in therapy, and integration of those therapeutic goals into the early learning environment.
- Regular time spent in the classroom observing and interacting with the child and teachers. After individualized goals are created, the Inclusion Coaches model effective techniques or adaptations for the teachers that will allow meaningful inclusion, and help each child progress with their individualized goals. After modeling, the Inclusion Coach observes the teachers using the same techniques/adaptations, and provides feedback. This process is iterative and should be consistently taking place throughout the school year.
- Weekly emails to parents, providing updates on the individualized learning goals
- Facilitation of Quarterly Team meetings held in August, December, and April

Can Frazer Center teachers or support staff provide one-on-one support for a child?

- Frazer Center’s staffing model does not allow for the provision of one-on-one support. If it is determined that a child requires one-on-one support for a significant portion of the day in order to ensure meaningful inclusion or the safety of the child or the other children in the classroom, parents must obtain that support from an outside source.

Access to therapy rooms

- Frazer Center does not have therapists on staff. However, we do provide private therapy space for “pull-out” services, or adaptations for “push-in” services in the classroom. Outside therapists are welcome and encouraged to provide therapy on site, so we can work together to help each child progress in their development. Inclusion Coaches and classroom teachers will communicate with therapists, so they are knowledgeable about the therapeutic goals and strategies that are in place.
- When applicable, our Inclusion Coaches can provide parents with information about therapy companies that currently provide services at Frazer Center

Enrollment for children with a known developmental delay or disability

- After completing the online enrollment application, parents will receive an email from an Inclusion Coach, requesting answers to initial screening questions. In addition, parents will be asked to provide the Inclusion Coach with the most recent developmental evaluations and/or reports. This information will be reviewed by the Admission Team.
- Once the initial screening information is reviewed, if it is determined that Frazer Center cannot be recommended for a child’s Early Education placement, every effort will be made to provide information and referrals for appropriate services in the community. If, after the initial screening information is reviewed, there is the potential for enrollment in the program, the Inclusion Coach will contact the parents to schedule an in-house observation. This observation provides an opportunity for us to observe and interact with each child individually and in a group setting. The observation typically lasts approximately 45-60 minutes, and will take place in a classroom with children of a similar age. After the in-house observation, the admission team will meet to determine if enrollment in the program is recommended. Parents will be notified within 72 hours of the team’s decision. If it is determined that Frazer Center cannot be recommended for a child’s early childhood placement, every effort will be made to provide information and referrals for appropriate services in the community

COMMUNICATION

MESSAGES, NOTICES, AND WRITTEN COMMUNICATION

Daily communication will be sent out via Tadpoles app which helps parents build connections with your child's teachers.. Tadpoles helps to connect parents to the learning that is taking place in your child's classroom with daily reports, multimedia SEL playlists, engaging activities, and two-way messaging with your child's teacher. In addition, you will receive a monthly newsletter from your lead teacher, with an overview of the monthly curriculum, special events/dates, and classroom needs. A parent bulletin board also exists in the lobby for advertisement of

community wide events and information of interest. Please also follow us on social media outlets @FrazerCenter.

COMMUNICATION WITH TEACHERS

We encourage communication with your child's teachers. While we acknowledge that parents sometimes 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 on their personal phones. 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. All communication related to Frazer Center business should take place via Frazer Center emails, or calling the front desk.

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. Please feel free to schedule a conference at any time. 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 administration, 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 the fall and spring, 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 Children's 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 CEO. This statement must be submitted within ten (10) working days from the final decision of the Director. The CEO will make a reasonable effort to respond to the parent and resolve the matter.

HEALTH AND NUTRITION

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. Upon turning 4 years old, parents are required to submit vision, hearing, nutrition, and dental screenings within 90 days of enrollment or within 90 days of reaching their fourth birthday. 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 100.4 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 the 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 for assistance and, and simultaneously call you.
- 2) If your child is showing any symptoms of illness and is picked up from school, we require them to stay out of school 24 hours from time of pick-up symptom free.
- 3) If a child contracts a contagious illness, parents are required to notify us immediately 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.*
- 4) 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 a doctor's written recommendation and your written authorization. If you bring medicine to school, you must:

- 1) Provide a copy of your child's prescription or a written recommendation from the pediatrician for over the counter medication to the Assistant Director.
- 2) Make sure it is in the original, child proof container, labeled with the child's full name.
- 3) Fill out a Medication Authorization Form, stating what the medicine is, the purpose of the medication, when it is to be given, and the required dosage. This authorization form is good for a two week period. Forms can be obtained from the front desk.
- 4) All medication and forms must be given to a CDP Administrator. No medication will be allowed to be left in the classroom.

FOOD

Frazer Center provides children with meals and snacks that support their overall wellness. The kitchen manager is ServSafe certified. This certification includes information regarding basic food safety, personal hygiene, cross-contamination and allergens, time and temperature, and cleaning and sanitation. A monthly menu is created in advance and shared with parents. The menu offers a variety of foods, with a focus on lean protein, complex carbohydrates and fresh vegetables and fruits. If your child has special dietary or feeding needs, an individual feeding care plan will need to be developed and kept up to date. 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) Food must be sent ready to eat. We do not warm up meals.
- 3) Keep portions small unless your child has a large appetite.
- 4) 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.
- 5) 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). They are considered a choking hazard.*
- 6) We provide milk or water in a cup.
- 7) 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 all nuts and nut butters 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(except raw peas or carrots).
 - Carbohydrates: whole wheat bread, whole grain crackers.

NUT RESTRICTION

The Center implements a program wide practice that strictly 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 require the cooperation of all the parents to help us achieve this goal. **Specifically, we require that parents not provide nuts or nut containing items in their child's breakfast, lunch or snacks.**

FORMULA BOTTLES AND BREASTFEEDING

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 bottle warmer (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 breastfeed your infant, please let a staff member know so that we can comfortably accommodate your needs.

Frazer Center offers several private breastfeeding rooms for parents and/or employees. Parents and employees are encouraged to use the private breastfeeding space whenever it is needed.

PARENT CODE OF CONDUCT

Frazer Center expects the staff, parents, and other adult family members of enrolled children to behave in a manner consistent with the overall values that the Frazer Center represents. Our goal is to provide the most appropriate environment for a person to gather, learn, and flourish. Achieving this ideal environment is not only the responsibility of the employees of Frazer Center, but is the responsibility of each and every parent or adult who enters the Center. **Parents and other family members who violate the Code of Conduct will not be permitted on Frazer Center property thereafter, and their actions will result in dis-enrollment of their child. Employees who violate the Code of Conduct will be subject to disciplinary action.**

1. **BE RESPECTFUL:** We are respectful of ourselves and other people. We are respectful of the ideas and feelings of others. We solve our problems by talking and listening to each other respectfully to find a solution. We are respectful of the environment, equipment and materials.

2. **BE RESPONSIBLE:** We are responsible for our own actions and words. When problems arise, we use problem-solving techniques to try to resolve the issue in a positive, calm way.
3. **BE SAFE:** We focus on safety at all times, to help prevent ourselves and others from getting hurt.
4. **BE SUPPORTIVE OF LEARNING:** We value and respect our shared goal of advancing each child's growth and learning. We support teachers, and administrators in doing their job as educators.

The following, while not limiting, are examples of unacceptable behavior;

1. **All forms of bullying and/or intimidation:** i.e. physical, verbal, emotional, social or cyber-bullying including comments, actions or visual displays that are intentional and hurtful (i.e. hitting, pushing, name-calling, mocking, excluding someone, spreading rumors or gossip either in person or by using cell phones or social networking internet sites);
2. **Harassment:** behavior that degrades, demeans, humiliates or embarrasses someone (i.e. touching, name-calling, offensive jokes, yelling, personal insults, etc.);
3. **All forms of abuse:** sexual, physical, or psychological (including verbally, in writing or otherwise);
4. **Discrimination:** against any person or group because of their race, color, ancestry, nationality, ethnic background, religion, age, sex, gender, sexual orientation, marital or family status, source of income, political belief, and physical and mental disabilities;
5. **Actions that put another person at risk of harm** including violent or attempted violent acts (with or without a weapon), threatening someone overtly or covertly, and the inappropriate use of technology (including email and social media), in keeping with the Center's policy on the use of technology.

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 at 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. **Children will not be released during severe weather occurrences.**

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.

INCLEMENT WEATHER POLICY

When the area is experiencing inclement weather, Frazer Center puts the safety of participants and employees above all else. We also take into consideration our ability to maintain mandated staff-to-participant ratios when staff is impeded in reporting to work by inclement weather, as well as the resulting operational and financial hardships for the facility, our employees, and those we serve.

Decision to Close: Frazer Center will make the decision to close independently, and with the safety of participants and employees in mind.

Frazer Center employees are expected to make every safe and reasonable effort to report to work if Frazer Center is open. Employees are encouraged to make child care arrangements in advance for their family in anticipation of days when Frazer Center is open while other area schools are closed.

Exceptions

- Should the conditions worsen during the day and an early closing be necessitated, families will be contacted by 12 PM as outlined below. Families are urged to pick up their children before the designated closing time to allow staff who live far away from Frazer Center to travel home safely.
- If at any time Frazer Center determines that making an exception to this rule is necessary for safety or operational reasons (such as loss of power or water for an extended period of time), participants and employees will be notified.

Communication: The decision to close will be made independently typically by 6 AM the morning of the closing and will be communicated to participants and staff in the following ways: Frazer Center website front page, Email, Frazer Center [Facebook](#) page, Frazer Center [Twitter](#) feed, Frazer Center voicemail, WSB-TV, 11Alive, Signage on property (if safe for staff to do so).

NOTE: Participants and staff are encouraged to notify front desk staff of any changes in their contact information in order to receive timely notifications of emergency closings. Please be patient as during weather events we are often handling a higher number of calls or may have communication issues related to power outages. You will be contacted as soon as safely possible.

Delayed Openings: Frazer Center will make the decision to delay opening independently, and with the safety of participants and employees in mind. The Children's Program lunch schedule may be delayed on the day of a delayed opening, so parents are asked to make sure children have a snack before dropping them off.

Make Up Days: If the Frazer Center is closed due to inclement weather for three days or less in a fiscal year, these days will not be made up. For every day missed beyond the first three, every effort will be made to restore days from scheduled in-service days and/or winter break.

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. Consider choosing the Frazer Center for your charitable contributions as well by making a gift to our Annual Fund. 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.frazercenter.org/give.
- Support Frazer Center through your workplace giving. Many workplaces match donations for their employees. If you have any questions about workplace giving or whether your employer matches your gift, please reach out to our Director of Development at t.holder@frazercenter.org.

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 Chief Executive Officer. 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 CEO.

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.