



frazer center
gather. learn. flourish.

**The Frazer Center
Child Development Program**

**PARENT HANDBOOK
2025 - 2026**

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

CONTACT INFORMATION

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TABLE OF CONTENTS

Frazer Mission	3
Our Philosophy	4
Admissions Policy and Procedure	5
Annual Fees	7
Operational Details	7
Curriculum	11
Nature-Based Curriculum/Outdoor Play	12
Assessments and Screenings	13
Discipline and Guidance	13
Class Rosters/Class Ratios	15
Parent Volunteers	17
What to Bring on First Day	17
Hazardous Items & Backpack Policy	18
Student Dress Code	19
Birthday Celebrations & Sleep Policy	19
Inclusion & Early Intervention Support Services	21
Communication	23
Immunization & Illness Policy	24
Incident & Illness Report Policy	26
Medication Policy	26
Meals & Nutrition	28
Parent Code of Conduct	31
Conflict of Interest & Babysitting Policy	32
Parent/Family Disenrollment Policy	32
Use of Video, Audio and Photographs	33
Use of Observation Rooms	34
Emergency Procedures & Closures	34
Reporting Abuse and Neglect	36
Support Us	37

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.

CREATING A CARING COMMUNITY

Frazer 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.

THE NATURE, PURPOSE, AND VALUE OF PLAY

At Frazer 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.

PROVIDING A QUALITY WORK ENVIRONMENT

Frazer 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 are committed to maintaining a supportive, professional work environment that enables our staff to deliver high-quality care and education.

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 Frazer Center is the foundation for the quality of experience provided to children. It shapes how the program is organized, how staff are selected, and how they interact with children.

At the Frazer Center Child Development Program, we promote the optimum development of each child. We recognize that every experience at the Center—learning and caring, play and work—is interconnected. Our goals are informed by the child and 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.

We believe children learn best through play and child-directed learning. Our program follows the Georgia Early Learning and Development Standards (GELDS) to create a developmentally appropriate learning environment.

Our curriculum includes:

- Early Learning Curriculum for infants through preschool
- Creative Curriculum for Pre-Kindergarten students

We focus on promoting all areas of development:

- Physical development: gross and fine motor skills
- Social development: awareness, respect, cooperation, and sharing
- Communication: verbal and non-verbal skills
- Self-esteem: fostering self-awareness and a positive self-image
- Cognitive skills: comprehension, problem solving, and skill acquisition

Our approach encourages each child to develop their unique talents and supports a strong foundation for continued learning and development. We aim to create an “active learning” environment that supports kindergarten readiness through GELDS.

We empower children to become confident, life-long learners and caring individuals. Our program encourages children to engage in activities they initiate and carry out themselves. We provide opportunities for children to explore their community, ask questions, and solve problems in formal and informal ways. Our teachers guide children to develop the confidence and self-discipline necessary to gain increasingly sophisticated knowledge and skills.

ADMISSIONS POLICY AND PROCEDURES

Enrollment is open to any child—6 weeks of age through 5 years

INITIAL APPLICATION PROCESS

Families interested in enrollment at the Center are asked to complete the following steps in the to apply 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 \$84 application fee per child. Applications may be submitted electronically via the website. *Parents with siblings already enrolled must follow the same procedure.*
- All children must be observed prior to enrollment. Most observations are completed during the initial tour of our facility. This individual screening provides an opportunity for us to observe each applicant in a peer group setting, and lasts approximately 30 - 60 minutes. The purpose of the observation is to help determine if our program is recommended for your child. *If a child requires one-on-one therapeutic support in the classroom, families must have those arrangements made prior to enrollment.*

Applications are accepted year round, but please note, most vacancies and enrollments typically occur in August. We will contact families throughout the year as spaces become available.

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, our Program Assistant and/or Inclusion Specialist(s) schedules time with new parents to review all forms, requirements, and procedures.

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 and the parents are in good standing with the Center. If a family pays the deposit, and subsequently decides not to enroll, the deposit will be refunded, less a \$200.00 administrative fee.

While Frazer Center values positive relationships between our staff and all children, we do not follow a continuity of care model where children remain with the same teacher as they progress.

Because our dedicated staff serve all families within the Center, we kindly ask that parents do not hire current Frazer Center employees to provide private caregiving outside the Center. This helps ensure that our entire community benefits from their expertise. Please note that if a family hires a staff member away from the Center to serve as a full-time caregiver or nanny, the family will forfeit their deposit upon withdrawal 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 is not received on time. To sign up for automatic monthly bank drafts, please complete the EFT Authorization Form on the website at: <https://www.frazercenter.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 8) for more information.

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 AM - 2:30 PM. After 2:35 PM a late fee of \$32 will be billed. If you are interested in enrolling in Before Care and After Care, please contact the Pre-K Site Director and Program Assistant for more information. Before Care hours are from 7:30 AM - 8 AM and cost \$89 per month. After Care hours are from 2:30 PM - 5:30 PM and costs \$572 per month. Before and After Care costs \$629 per month.

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 \$141 is required 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 \$57 will be assessed to all families on March 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 Director of CDP, Accounting Department, and Program Assistant.

WITHDRAWAL

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 Director of CDP, Accounting Department, and Program Assistant. Once notice is received, you will still be responsible for your full tuition for the next calendar month.

OPERATIONAL DETAILS

HOURS OF OPERATION

The Frazer Center is open year-round, Monday through Friday. To ensure your child receives all scheduled meals, please plan to arrive before meal times.

MEAL TIMES

Breakfast

- 8:30 AM - 9:00 AM
- Pre-K Before Care 7:30 AM - 8:00 AM - Must register for this program

Lunch

- Infants and Young Toddlers 11:15 AM
- Older Toddlers and Preschool 11:30 AM
- Pre-K 12 PM

Afternoon Snack 2:30 PM (2:45 PM for Pre-K) - Pre-K families must register for this program

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 written request. See more information in your infant welcome packet.

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. ***Please refer to the School Calendar for holiday closures.***

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 School Calendar 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.

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, the Center is not liable for loss or damage to personal property left in vehicles, even with security measures in place.

ENTRANCE TO THE CENTER

For the safety and security of all children and staff, all parents and visitors must enter and exit the building using the main entrance only. **Use of the Atrium doors is prohibited except during authorized functions taking place in the Atrium.**

The Ridgewood Road (back) gate is only open from 8:00 AM–5:00 PM 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

Electronic Sign-In/Sign-Out: Parents and guardians must electronically sign their child in and out each day using Brightwheel via the QR code located in the lobby. Please use the kiosk to complete this process before going to your child's classroom for drop-off or pick-up. This procedure helps us track everyone in the building and prevents unauthorized access.

First-Time Visitors for Pick-Up: Anyone picking up a child for the first time must check in at the front desk with a valid photo ID for verification. Only individuals listed on your child's authorized pick-up form will be allowed to take the child unless we receive prior written consent from the parent or guardian via email or Brightwheel. We are unable to release a child to an unauthorized individual under any circumstances.

To add additional authorized pick-up persons, please complete the Authorization to Pick Up Child(ren). This form is available in the lobby or can be requested from the front desk.

Arrival Time: Children are expected to arrive before 9:00 AM to participate fully in classroom activities and support smooth morning transitions. Drop-offs after 10:00 AM may not be accommodated unless documentation of a medical appointment/emergency is provided. Please communicate with the front desk in advance if a late arrival is necessary.

Late Arrivals Policy

To support a consistent classroom experience, we ask that all children arrive before 11:30 AM. Accommodations may be made for children receiving therapy, those enrolled in our Early Intervention Program, or those with individual support needs, in consultation with program leadership.

Pick-Up: To support uninterrupted classroom routines, we ask that pick-ups occur after 2:30 PM when possible. If you need to arrange an earlier pick-up, please notify the front desk and your child's teacher in advance so we can support a smooth transition.

DRS. APPOINTMENTS AND RETURN TO SCHOOL

If your child has a morning doctor's appointment and you intend for them to return to school afterward, we encourage drop off's before their classroom naptime, ideally before 11:00 AM. If your child returns to the Center after the class's scheduled lunch period, we ask that they have eaten prior to arrival.

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. Verbal notice may be accepted only if the individual is already listed on the child's authorized pick-up list and has valid ID. *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. Unless otherwise restricted by the parent or legal documentation, emergency contacts listed on file are considered authorized to pick up children in urgent situations.

If information is needed by the Frazer Center staff regarding custody please provide us with the formal paperwork. Frazer Center requires a copy of any legal custody documentation that limits parental access. Without such documentation, we must allow either parent to pick up their child. If a parent arrives in a manner that violates a legal order we have on file, the Center will contact the other parent and notify law enforcement to intervene. Law enforcement will be contacted to handle custody disputes and determine lawful action based on the documentation provided.

CURRICULUM

Experience Curriculum®, The Creative Curriculum®, and Second Step®

At Frazer Center, we provide developmentally appropriate, research-based curricula tailored to support every child's growth and learning stage.

Infant through Preschool Classrooms: Experience Curriculum®

Our Infant through Preschool classrooms use the Experience Curriculum®, a play-based program designed to foster physical, emotional, social, and cognitive development through responsive caregiving and meaningful exploration. This curriculum respects each child's unique pace and abilities while nurturing early brain development and strong caregiver-child relationships.

Parents receive weekly lesson plans outlining classroom activities and developmental goals, as well as monthly newsletters highlighting key learning themes and objectives. Additionally, a mobile app is used to share daily observations and track your child's progress, fostering ongoing communication between families and teachers. For more information, visit www.mothergoosetime.com.

Pre-Kindergarten Classrooms: The Creative Curriculum®

Pre-K classrooms implement The Creative Curriculum®, an evidence-based framework promoting comprehensive development in physical, social, emotional, communication, and cognitive domains. This curriculum encourages confident, independent learners equipped with lifelong skills for success. Parents receive monthly newsletters to keep informed about learning focuses and upcoming activities. Learn more at www.teachingstrategies.com.

Older Toddlers through Pre-K: Second Step® Social-Emotional Curriculum

To support social-emotional growth, our Older Toddler through Pre-K classrooms incorporate the Second Step® curriculum. This program teaches important skills such as empathy, emotion management, problem-solving, and positive communication. Second Step® helps children develop self-regulation and interpersonal skills essential for school readiness and healthy relationships.

NATURE-BASED CURRICULUM AND OUTDOOR PLAY

At Frazer Center, we believe that outdoor play is essential for children's physical health and gross motor development. We believe outdoor play is essential for health and development for children of all abilities.

Children will participate in outdoor play daily except during times when conditions are unsafe or unsuitable, such as active precipitation, wind advisories, extreme temperatures, or high smog alerts. During such times, children will spend their outdoor play time indoors in the Atrium.

Children in Older Toddler, Preschool, and Pre-K classes participate in outdoor nature-based learning sessions twice a week. This outdoor learning time is in addition to their daily scheduled playground time. The benefits of being exposed to nature are significant. Research shows natural settings provide a restorative experience for both students and teachers. On our 39-acre campus, including the old-growth Frazer Forest, children have the opportunity to explore and learn in diverse ways.

Young children are to spend a minimum of an hour and a half outdoors each day, and infants are to spend an hour outdoors daily. Please dress your child appropriately and provide jackets or coats as needed according to the weather. Children should wear play clothes and shoes that adequately protect their feet and provide good traction, such as tennis shoes. Please avoid flip-flops or shoes without a back strap.

As our Center is located in a heavily wooded area, mosquitos and ticks can be a concern at certain times of the year. Please provide your child with insect repellent to protect them from these pests.

If a child needs to remain indoors during scheduled outdoor play for health reasons, including infants, a doctor's note is required. Accommodations based on a doctor's note cannot exceed two weeks without re-evaluation and updated documentation. This ensures fair and consistent support of each child's health and well-being.

We appreciate your understanding that outdoor play and outdoor learning are vital parts of our program and promote healthy physical and social development.

ASSESSMENTS AND SCREENINGS

At Frazer Center, ongoing assessment is an integral part of our curriculum to monitor each child's development and progress. This valuable information guides our curriculum planning and supports individualized learning tailored to each child's needs.

Parent-Teacher Conferences and Communication: Parent-teacher conferences provide an opportunity to review your child's academic and developmental progress. If families require assessment information in languages other than English or in alternative formats, please notify the Lead Teacher or Curriculum Coordinator.

Inclusion of IEPs and IFSPs: Children with an Individualized Education Plan (IEP) or Individualized Family Services Plan (IFSP) should submit these documents to be included in their portfolio and records. Teachers, parents, and administration collaborate to incorporate goals into the child's learning plan. Parents are encouraged to share home observations, such as through tools like the Ages and Stages Questionnaire, to support the assessment process.

Additional Screenings: Frazer Center may recommend additional screenings when beneficial. Parents will be informed, involved, and asked for consent prior to any assessments conducted by outside agencies or professionals.

SCREEN TIME

Screen time is not allowed in classrooms except for educational lessons, programs, or online books that require screen use. Any use of screen time as a teaching tool must receive prior approval from the Curriculum Coordinator.

APPROACH TO DISCIPLINE AND GUIDANCE

We believe that clear, consistent, and appropriate limits are essential for the well-being and successful development of young children. Our approach focuses on fostering a positive sense of self-esteem and encouraging independent, responsible, and caring behavior.

The limits we set focus on two key areas:

- Not hurting oneself or others
- Respecting the physical environment

Our goal is to help children develop awareness in these areas and build effective "inner discipline" or self-control, reducing their need for adult-imposed control. We view setting limits as a learning process.

When a child's behavior is unsafe or inappropriate, we use educational consequences that match the child's age, behavior, and individual needs. Our first step is positive redirection—for example, guiding a child to another activity or facilitating "win-win" problem solving. These approaches generally work well.

If these strategies are not successful, we may use a “quiet corner” where the child can take a short, calming break with adult supervision. This space is child-initiated and intended to help the child regain control; it is not punitive like a “time out.” Please note, Frazer Center does not use “time out” as a discipline strategy.

Discipline at the Center is always meant to teach, not to punish. Additionally, children will never lose playground or outdoor time for disciplinary reasons. Physical activity, including outdoor play, is part of every child’s day.

Effective Strategies and Examples Teachers Use

To support positive behavior and help children learn appropriate social skills, our teachers use a variety of effective strategies, including:

- **Positive Reinforcement:** Praising children when they exhibit kind, respectful, or safe behavior, such as saying “Thank you for sharing your toys!”
- **Modeling Behavior:** Demonstrating respectful communication and problem-solving skills that children can imitate.
- **Clear Choices:** Offering limited, age-appropriate choices to help children feel empowered—e.g., “Would you like to build with blocks or draw a picture?”
- **Role-Playing and Storytelling:** Using stories or role-play activities to teach concepts like empathy, sharing, and cooperation.
- **Problem-Solving Discussions:** Guiding children through conflict resolution by helping them express their feelings and brainstorm solutions together.
- **Visual Cues and Reminders:** Using pictures, charts, or simple verbal reminders to reinforce classroom rules and expectations.
- **Setting Routines:** Establishing predictable daily routines to create a safe and secure environment where children understand what’s expected.

If inappropriate behaviors continue despite these methods, the child’s caregivers will be notified. Should challenges persist after working with the family and applying positive guidance, Frazer Center reserves the right to place a temporary suspension for the child. This measure helps avoid punitive practices while ensuring a safe and supportive environment for all.

DISENROLLMENT PROTOCOL FOR EXTREME OR REPETITIVE BEHAVIORS

We are committed to inclusive practices and supporting the diverse needs of all children, including those with developmental or behavioral challenges. In some cases of extreme or repetitive challenging behaviors, we follow a clear and fair process to ensure appropriate support for the child and family while maintaining a safe setting for all.

Step 1: Documentation and Communication

- Teachers will document behaviors with detailed anecdotal notes.
- Parents and the Curriculum Coordinator will review and sign these notes to acknowledge awareness of the concerns.

Step 2: Behavioral Protocol Initiation

- If behaviors continue, the administrative team will implement the Behavioral Support and Intervention Process (please see our dedicated policy for details).
- Parents will receive a formal letter from the Curriculum Coordinator notifying them that the behavioral protocol has been initiated.

Step 3: Suspension and Family Meetings

- If concerning behaviors continue, the administrative team may determine that a temporary removal (up to 1 day) is needed to maintain safety. This will always be followed by a family meeting to review concerns and collaboratively develop a support plan.
- If behaviors persist, a **3-day suspension** will be issued, followed by another family meeting to review progress and adjust supports as needed.

Step 4: Therapeutic Support Requirement

- If additional behavioral support is necessary, families may be asked to partner with an external behavioral specialist. Frazer Center will work with families to explore reasonable accommodations in alignment with licensing and safety requirements.

Step 5: Disenrollment

- If behaviors do not improve despite these interventions and supports, Frazer Center reserves the right to disenroll a child only after all reasonable supports and interventions have been explored and when it is determined that the Center cannot safely or appropriately meet the child's needs, consistent with licensing regulations and organizational policy. This decision is made with great care and only when it is clear that the program cannot safely meet the child's needs.

Our priority is always to work in partnership with families to support children's success. We encourage open communication and collaboration throughout this process.

CLASS ROSTERS

Class rosters are posted in the lobby mid-July, and the release date is shared with parents well in advance. While we understand that change can be difficult and some families may be disappointed if their child is not placed in the same classroom as a particular friend, we are unable to accommodate any parent requests for roster changes.

Teacher Room Assignments

Teacher assignments are typically announced in mid-July, and we share this information as soon as placements are finalized. Please note that every year, teacher room assignments are subject to change. This approach allows our teaching staff the opportunity to gain experience with different age groups and collaborate with various co-workers, enriching their professional growth and benefiting your child's learning experience. This is why we do not practice continuity of care, as rotating assignments help teachers develop a broader skill set and provide fresh, dynamic classroom experiences for all children.

How Class Assignments Are Made

When creating class rosters, we consider a variety of factors to ensure a nurturing and balanced learning environment, including:

- Diversity
- Gender balance
- Age range
- Learning abilities

Our goal is to provide each child with a rich classroom experience where they can thrive socially, emotionally, and academically. Please refer to the attached information on our universal learning approach to understand how we support diverse learners.

CLASSROOM PLACEMENT PROCESS

Classroom placements are developed collaboratively by teachers and the administrative team:

- Teachers provide detailed feedback based on each child's developmental progress.
- Our Curriculum Coordinators, Inclusion Team, and Director of CDP carefully review this information to thoughtfully craft class rosters that best support every student's needs.

These decisions are made with your child's best interests in mind and aim to foster inclusion, diversity, and personal growth. As children transition to new classes, they will have opportunities to build new friendships, embrace diverse perspectives, and expand their individual potential.

CLASSROOM TRANSITIONS

Families will be notified directly by the Curriculum Coordinators about transition dates and plans for their children. Understanding that transitions can be challenging, we aim to help children feel comfortable and confident in their new classroom environments before the school year begins. A collaborative approach supports a smooth transition and helps your child settle successfully into their new classroom.

If your child is transitioning out of our program—to Kindergarten or another school—we want to support you as well. Throughout your child's enrollment, we gather assessments, screenings, and portfolio information that can be very helpful to his/her new teachers and caregivers. Upon request, we will gladly provide you with copies of this information to share with your child's next educational setting.

RATIOS OF ADULTS TO CHILDREN

Our experience aligns with research that shows one of the most important factors in providing a high-quality environment for children is having an appropriate number of trained, professional teachers available for interaction and care.

Having more staff in the classroom not only ensures better supervision and safety but also offers children a wider variety of personalities and caregiving styles. We believe that when a child forms such a bond, they are more likely to feel happy, secure, and thrive during their time at school.

AGE GROUP	STATE RATIOS	GROUP SIZE (MAXIMUM)
Infants	1:6	12
12-28 months	1:8	16
21-36 months	1:10	20
30-48 months	1:15	30
Four-year-olds	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, and/or participation in the Parent Teacher Action Committee (PTAC)

WHAT TO BRING ON THE FIRST DAY

Please label all items with your child's first name clearly visible. To help your child have a smooth and comfortable start at Frazer Center, we ask that you send the following items on their first day:

- Diapers or pull-ups
- Wipes
- 3-5 changes of clothes (including underwear, socks, and outerwear)
- 1 pair of backup shoes
- Sunscreen and insect repellent — products must match those listed on the intake form
- Blanket for nap time
- Diapering creams and ointments
- 360° sippy cup **only** (for children 6 months and older) with your child's first name visibly displayed — no nipple or straw sippy cups allowed unless a medical note is provided

- Clear backpack measuring 12" x 12" x 6" **only**, with your child's first name visibly displayed (***Backpacks are available for purchase through Frazer Center or can be bought online, such as on Amazon.***)

These are the essential items used daily in our classrooms. Please check with your child's teacher and Curriculum Coordinator regarding any additional supplies needed for your child's specific age group or classroom. ***Please refer to the age group Welcome Packets for age specific details.***

Please remember that children participate in activities involving paint, water, markers, glue, and other potentially messy materials daily. To ensure comfort and ease, dress your child in "play clothing" suitable for messy play. **Please refer to our Dress Code Policy for appropriate attire guidelines.**

Please note: If your child brings a sippy cup or backpack that does not meet these guidelines, **teachers will not allow the backpack or sippy cup into the classroom** and will send it home with your child. *Preschool and Pre-K children may bring their own water bottle of any kind.*

To maintain a safe environment for all children, Frazer Center requires that only clear backpacks measuring approximately 12" x 12" x 6" be brought to the Center. These backpacks are to be used solely for resupplying clothing and other non-hazardous personal items.

HAZARDOUS ITEMS AND BACKPACK POLICY

Prohibited items in backpacks include but are not limited to:

- Medication
- Sunscreen
- Insect repellent
- Lip balm
- Baby wipes or wet wipes
- Gloves
- Plastic bags
- Nut-containing snacks or products
- Sharpies or permanent markers
- Scissors or other sharp or broken items
- Any other items that could be considered hazardous or pose a safety risk

Any medication, including over-the-counter topicals, must be dropped off at the front desk with the program assistant, along with any relevant documentation from a physician. Labeled insect repellent and sunscreen may be dropped off directly with your child's teacher, along with the insect repellent/sunscreen form completed in the intake packet.

In compliance with DECAL Bright from the Start regulations, all hazardous items must be physically handed to your child's teacher or placed on the designated shelf above the cubbies.

These items will be stored safely, out of reach of children or locked away, to protect the health and safety of every child in our care.

Children love to explore. Please do not bring toys, snacks, or candy unless requested by teachers for special occasions such as show-and-tell or classroom parties. Please note that no toy guns or weapons of any kind are permitted at the Center.

This policy helps us ensure the safety of our community and remain in full compliance with licensure requirements. If you need to provide any prohibited items for your child's use, please coordinate directly with the Curriculum Coordinator.

STUDENT DRESS CODE

To maintain a safe, respectful, and comfortable learning environment, we ask that students adhere to the following dress code guidelines:

- **Jewelry:** No necklaces, bracelets, rings, hoop earrings, beads, or hair jewelry are allowed. Only stud earrings may be worn.
- **Shoes:** Shoes must have a secure backing (such as straps or closed heels) to provide proper support and safety during activities.
- **Hazardous Items:** Children are not permitted to wear pacifiers or other hazardous items around their necks or attached to their clothing.

ARRIVAL AND HYGIENE POLICY

Children must arrive at the Center in a fresh diaper, pull-up, or underwear.

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.

BIRTHDAY CELEBRATIONS

Birthdays are a special time for each child to feel important and celebrated. We recognize that families have different ways of honoring these occasions and warmly welcome celebrations in the classroom with some guidelines to ensure safety and inclusivity:

- If you choose to bring treats for the class, all food items must be store-bought and **nut-free**. Homemade food is not permitted to be served in the classroom.
- Please notify the parents of all children in your child's class if you plan to bring treats, so they can choose to opt out if needed. Healthy treats are preferred to promote well-being.

- If balloons are part of your celebration, please do NOT bring latex balloons. Mylar balloons are acceptable and safer for the classroom environment.

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.

Parents are asked to provide children sleeping on mats with a small blanket (labeled with child's first name) for rest time. Blankets are sent home every Friday to be washed. 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. This determination is considered with the best interest of all children in the classroom. Children who do not sleep will not be required to remain on their mat for longer than an hour, in accordance with licensing requirements.

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.
- 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 SERVICES

Inclusion is founded on the belief that young children with disabilities and their typically developing peers benefit from learning and growing together in the same classroom or community setting reflecting the rich diversity of society.

Research shows that:

- Access to regular early childhood curriculum and interaction with typically developing peers provides learning opportunities that may not exist in segregated or special education settings.
- Inclusive environments are more challenging, stimulating, and rewarding for all children compared to segregated classrooms.
- Typically developing children learn to develop positive attitudes toward differences, gain realistic understanding of disabilities, and strengthen their skills by assisting peers.
- Families can teach children about acceptance and individual differences in inclusive settings.
- Federal and state laws support educating children with disabilities alongside their same-age peers in the least restrictive environment possible.

At Frazer Center, our inclusive early education program embraces the meaningful participation of children with disabilities and developmental delays alongside their typically developing classmates. Inclusion means children with and without disabilities learn, play, and participate together in daily activities and routines.

Children with delays or disabilities are actively engaged—they build friendships, share celebrations, and form nurturing relationships with teachers. Each child receives individualized learning goals and the tailored support needed to achieve them.

We are committed to providing a nurturing, inclusive environment where every child can thrive.

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 support**—are central to the mission and practices of our Inclusion Program. What Is Meant by Access, Participation, and Support?

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.

Support refers 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 twice a year in the Fall and Spring. Parents are asked to complete the assessment and return the results to their child's teacher
- Throughout the school year, teachers collect data and track development through observation based assessments. The results of these assessments are shared with parents during our biannual parent-teacher conferences
- If it has been observed that a child may be displaying a developmental delay or challenging behaviors, the behavior protocol will be initiated. The behavior protocol is a Frazer-specific document that supports young children struggling during structured and unstructured activities. It allows the Frazer team to utilize all interventions before recommending that families explore options for community-based services. This may include (but is not limited to) speech therapy, ABA therapy, occupational therapy, physical therapy, or developmental pediatric or psychological evaluations. A licensed therapist or your healthcare provider should be consulted for diagnostic purposes.

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 quality inclusive education. For children who are eligible, an Early Intervention Support Team composed of parents, teachers, therapists, and an Inclusion Specialist is formed to provide additional early intervention support. All team members work together to ensure the child has a quality learning environment and an instructional plan that addresses their individual needs. Upon enrollment, guardians are given a Family Rights and Responsibilities Agreement form to ensure that parents have more information about their role in the Early Intervention Support Team.

What services or supports are provided by our Inclusion Team?

- Before orientation, the family will meet with the Inclusion Team. This meeting is meant to learn your child's strengths and developmental needs. Together, parents/caregivers help the Inclusion Team complete an information sheet that is used throughout the school year. The information gathered during this meeting will create individualized learning goals and determine which processes must be initiated. For any child who is determined to be medically fragile or requires any support such as feeding tubes or medication, a medical plan will also be created. Those specific policies and requirements will be reviewed with the Inclusion Team. DECAL regulations coupled with Frazer-specific policies will also be initiated during the meeting. Families will provide specific documentation and be given five business days to provide said documentation. If, however, a child does not have an identified medical need, only the Individualized Family and Child Support Plan will be created.

- Regular communication with therapists to ensure knowledge of a child's therapeutic goals
- Translation of therapeutic goals to the classroom setting. Our Inclusion Specialists are meant to bridge the gap between what is happening in therapy and support teachers and staff in integrating those therapeutic goals into the early learning environment.
- Regular time spent observing and interacting with the child and teachers in the classroom. After individualized goals are created, the Inclusion Specialists 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 Specialists observe the teachers using the same techniques/adaptations and provide feedback. This process is iterative and will take place throughout the school year.

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

- Frazer Center's staffing model does not allow for one-on-one support. If it is determined that a child requires one-on-one support for a significant portion of the day 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 (e.g. ABA services).

Access to therapy rooms

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

COMMUNICATION

Daily communication will be sent out via Brightwheel app which helps parents build connections with your child's teachers. Brightwheel 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

At Frazer Center, we encourage all communication with your child's teachers to be conducted through official Frazer Center channels only. Requesting or using personal cell phone numbers of staff is not encouraged. The Center is not responsible for any issues that arise from communication outside of our official systems.

Please refrain from texting or calling teachers on their personal phones. Our no personal cell phone use policy during classroom hours helps ensure teachers' full attention is on your child's safety and learning.

If you need to contact a teacher, please call the front desk at 404-377-3836. All communication related to Frazer Center business should occur via Frazer Center email accounts or by calling the front desk.

IMMUNIZATION AND ILLNESS POLICY

IMMUNIZATION AND HEALTH SCREENINGS

For the protection of all children and families, Children enrolled in the program must be current on immunizations recommended for their age by the American Academy of Pediatrics, unless exempt under Georgia law. Acceptable exemptions include a notarized Affidavit of Religious Objection (DPH Form 2208). **The Program Assistant or Director must receive copies of immunization records within 30 days of enrollment.**

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).

If a child's immunization or health screening records are not received within the required timeframe, a temporary exclusion from attendance may be necessary until documentation is received. Families will be contacted to resolve the matter promptly.

Illness Exclusion Policy

- Parents are encouraged to keep ill children at home, seeking medical attention as needed.
- Children exhibiting signs of illness too severe to comfortably participate, or when care for the sick child would compromise care for others, will not be allowed to remain in the center.
- **Contagious illnesses that risk spreading to other children or staff require exclusion.**

SPECIFIC ILLNESS GUIDELINES

Children will NOT be allowed to attend while experiencing:

- Fever: 100.4°F or higher. Children must be fever-free without medication for 24 hours before returning. Temperatures will be rechecked 3 times before sending home.
- Vomiting: More than typical infant spit-up. Children must be free of vomiting for at least 24 hours before returning.
- Diarrhea: Frequent watery or green-colored stools not linked to food or medicine. After two incidents, exclusion applies until 24 hours symptom-free.
- Rash: Undiagnosed rashes (excluding mild diaper or heat rash)

Additional Symptoms Requiring Parent Notification and Possible Exclusion

- Behavioral changes: unusual tiredness, irritability, crying, paleness, lack of appetite.
- Respiratory issues: wheezing, prolonged cough, yellow/green nasal discharge.
- Sore throat.
- Eye drainage indicating possible infection.
- Nosebleeds: After three or more in one day, children will be sent home for monitoring.

Procedures

- Children arriving with symptoms will be sent home.
- If symptoms develop during the day or a significant accident occurs, parents will be contacted immediately.
- Ill children will be supervised in a designated area of the classroom, away from others when possible, until picked up.
- After three attempts to reach parents, emergency contacts will be called.
- Parents must arrange for their child to be picked up within one hour of notification. If emergency contacts cannot be reached, the program may escalate to appropriate authorities or, in severe cases, emergency services to ensure the child's safety.
- In emergencies, 911 will be called alongside contacting parents.
- An illness report will be provided and must be signed by the parent or guardian to confirm receipt. This helps maintain clear communication about your child's health and care needs.

Contagious Illness Notification

- We ask that parents notify the center if their child contracts a contagious illness.
- The Center will notify affected classrooms about confirmed cases of contagious illness, including general information about symptoms, transmission, and control measures. No personally identifying information about the child or family will be disclosed.

INCIDENT AND ILLNESS REPORT POLICY

To ensure clear communication and maintain the safety and well-being of all children, our center follows the Bright from the Start (DECAL) requirements regarding the documentation and notification of incidents and illnesses.

Documentation: Any incident or illness affecting a child during their time at the center will be documented promptly by staff using an official Incident or Illness Report form. This documentation will include detailed information about what occurred, any action taken, and the child's condition.

Parent Notification: Parents or guardians will receive a call anytime there is an incident or illness symptoms, no matter how big or small. Additionally, parents will be informed as soon as possible, and always within 24 hours of the incident or illness. The notification will include details necessary to keep families fully informed.

Parent Signature: Parents or guardians are required to review and sign all Incident and Illness Reports. Signing the report acknowledges that the parent has been informed of the situation, but does not necessarily indicate agreement with the content.

Brightwheel Notifications: Brightwheel messages are sent to families as reminders to sign the incident or illness reports upon pick-up.

Copies of Reports: Parents or guardians may request a copy of any Incident or Illness Report at any time.

Record Keeping: Signed copies of all Incident and Illness Reports will be maintained confidentially in the child's file.

MEDICATION POLICY

To ensure the health and safety of all children, our center follows the Georgia Department of Early Care and Learning (DECAL) Bright from the Start regulations regarding the administration of medication.

Medicine Administration Guidelines

We will administer prescription medication or over-the-counter (OTC) medication only with a completed Medication Authorization Form. Prescription medication requires a copy of the prescription. OTC medication must include dosing instructions consistent with the label or a doctor's note if dosage differs from standard instructions. If you bring medicine to school, you must:

- Provide a copy of your child's prescription or a written recommendation from the pediatrician for over-the-counter medication to the Assistant Director.
- Make sure the medicine is in the original, child-proof container labeled with your child's full name.
- Fill out a Medication Authorization Form, stating:
 - What the medicine is
 - The purpose of the medication
 - When it is to be given
 - The required dosage
 - Proper storage of medication

Authorization forms are valid for up to two weeks for short-term medication. For ongoing conditions requiring long-term medication (e.g., allergies, asthma), an extended authorization and care plan must be submitted and updated every 3 months or as needed. All medication and authorization forms must be given to a CDP Administrator. No medication will be allowed to be left in the classroom.

The Center does not administer injectable medication except in emergency cases where an authorized Emergency Action Plan is in place, and only trained staff may administer such medication. All medications are stored securely in a designated locked cabinet or refrigerator (if required), accessible only to authorized staff.

Additional Medication Guidelines

1. Authorization: Medication will only be administered with a completed and signed Medication Authorization Form from the parent or guardian in accordance with the doctor's instructions.

2. Types of Medication: We do not allow the administration of over-the-counter (OTC) medications unless accompanied by a doctor's written recommendation. Only prescription medications or OTC medications with a doctor's note and authorization will be administered.

3. Medication Storage: All medications will be stored in a secure, inaccessible location, with refrigeration if required.

4. Administration Procedures: Medication will be administered only by trained staff following the instructions on the authorization form. Staff will document each instance of medication administration including the date, time, dosage, and administering staff member's name.

5. Parent Responsibilities: Provide medications in sufficient quantity and ensure medication is current and picked up when no longer needed. Inform the center immediately, both verbally and with proper documentation, of any changes to your child's medication or health status.

6. Emergency Medications: Emergency medications (e.g., EpiPens, inhalers) must be provided with clear usage instructions and updated Healthcare Plans if applicable.

7. Refusal or Missed Medication: If a child refuses medication, staff will not force administration but will notify the parent immediately and document the refusal.

8. Exclusions: The center will not administer expired medications or any medication without proper authorization. Over-the-counter medications without a doctor's written recommendation will not be administered.

Medication will only be administered during center hours as specified on the authorization form. For ongoing or long-term medication needs, additional documentation such as a physician's treatment plan may be required.

FOOD AND NUTRITION POLICY

Frazer Center provides children with meals and snacks that support their overall wellness. Our kitchen manager is ServSafe certified, ensuring adherence to the highest standards of food safety, including basic food safety, personal hygiene, cross-contamination and allergens, time and temperature control, and cleaning and sanitation.

Meals and Menus

- A monthly menu is created in advance and shared with parents.
- Our menu offers a variety of foods with a focus on lean protein, complex carbohydrates, fresh vegetables, and fruits.
- *WG = Whole Grain.*
- Menu is subject to change without notifying.
- Meals and snacks meet or exceed the nutrition guidelines established by the Georgia DECAL Bright from the Start regulations and the Child and Adult Care Food Program (CACFP).

Milk Allergy Requirements

- If your child has a milk allergy, please provide a doctor's note specifying the type of milk and/or brand they can safely consume.
- If your child cannot have any type of milk, a doctor's note stating that they are limited to drinking only water is required.
- Please note that we cannot serve alternative milk options until the appropriate documentation is on file.
- Should there be any new food restrictions or allergies, please inform the Program Assistant, or CDP Director.

Medical Documentation

We require a current medical statement signed by a licensed healthcare provider for any child with a food allergy or special dietary need. This documentation must specify:

- The child's allergy or dietary restriction
- The foods to be avoided or modified
- Appropriate substitutions or accommodations

- Any necessary emergency care instructions

Special Dietary and Feeding Needs

If your child has special dietary or feeding needs, an individualized feeding care plan will be developed and maintained, working closely with parents and healthcare providers.

Food Brought From Home

As we prioritize the health and safety of all our students, we kindly ask for your cooperation in adhering to our lunch and snack guidelines:

- We encourage you to pack nutritious snacks and lunches for your child to supplement any food provided at school that you may not want them to eat or if you anticipate they will not enjoy the offerings.
- Avoid sending foods that present choking hazards per licensing regulations, including grapes, hot dogs, popcorn, raw peas, hard pretzels, and raw carrots—even if sliced.
- All food must be labeled clearly with your child's name and the date.
- Food must be sent ready to eat; we do not warm up meals.
- The center provides milk or water in a cup during meals.

Meal Times, Supervision and Family Style Dining

- Frazer Center practices family style dining during meal and snack times to promote social interaction, independence, and healthy eating habits among children.
- Children are encouraged to serve themselves appropriate portions with guidance from staff, fostering motor skills and self-regulation.
- Staff model positive eating behaviors and engage with children to create a warm, inclusive mealtime environment.
- Family style dining supports children in developing decision-making skills about food and encourages trying new foods in a relaxed and supportive setting.
- Meals and snacks are served on a consistent schedule to promote healthy eating habits.
- Children are supervised at all times during meals to encourage safe eating and positive social interaction.

Food Safety and Hygiene

- All food preparation and serving follow strict hygiene and sanitation protocols mandated by DECAL Bright from the Start and CACFP.
- Children and staff wash hands before eating.
- Allergy prevention measures are strictly enforced to avoid cross-contact and protect children with food allergies.

Celebrations and Special Occasions

- Parents wishing to provide food for special events must coordinate in advance with the center to ensure compliance with allergy management and safety protocols.
- Healthy food options are encouraged for celebrations.
- **The Center's provided food must be served first before any outside food is offered.**

Compliance and Monitoring

- The center regularly monitors adherence to Georgia DECAL and CACFP nutrition standards.
- Staff receive ongoing training related to nutrition, food safety, and allergic reaction prevention.
- Parents will be notified promptly about any changes to menus or food policies.

NUT RESTRICTION

Frazer Center implements a strict program-wide policy that prohibits all nuts, including peanut butter, almond milk, and other nut-containing foods. The Center will not purchase or serve any foods or snacks containing nuts. To maintain a safe environment for all children, especially those with nut allergies, we require the full cooperation of all parents in refraining from sending nuts or nut-containing items in your 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 that specifies the type of food or milk to be given, the time, and the amount.
Bottles and feeding supplies must be properly labeled and handled.
It is acceptable for parents to update existing feeding plans with new information rather than completing a new form each time there is a change in their infant's eating habits. The new information should be notated (i.e., initial or signed, and dated) to clearly indicate the information that was updated.
- We accept formula or breast milk for infants enrolled.
- All bottles—formula or breast milk—must be labeled with the infant's name and the date and come prepared.
- Formula must be mixed according to the manufacturer's instructions. Bottles cannot contain solid foods unless there are written instructions from a physician.
- Bottles will be heated only once using a bottle warmer; no microwaves will be used.
- Cow's milk may not be served to infants younger than 12 months.
- Parents must pack enough pre-made bottles for the day plus one extra bottle in case a bottle falls or the child requires an additional feeding.
- Breast milk must be provided in ready-to-feed sanitary containers and cannot be stored in the refrigerator for more than 48 hours (or 24 hours if previously frozen).

- If you choose to actively breastfeed your infant, please notify a staff member so we can accommodate your needs comfortably.
- Frazer Center offers several private breastfeeding rooms for parents and employees. Parents and employees are encouraged to use these private spaces whenever needed.

PARENT CODE OF CONDUCT

Frazer Center expects staff, parents, and all adult family members of enrolled children to behave in a manner consistent with the values our Center represents. Our goal is to provide an environment where individuals can gather, learn, and flourish. This ideal environment is the responsibility of every person who enters Frazer Center, including employees, parents, and family members.

Core Expectations

- **Be Respectful:** We respect ourselves and others, including their ideas and feelings. Problems are solved through respectful dialogue and active listening. We care for our environment, equipment, and materials.
- **Be Responsible:** We take responsibility for our words and actions. When challenges arise, we seek positive and calm solutions through constructive problem-solving.
- **Be Safe:** We prioritize safety at all times to protect ourselves and others from harm.
- **Be Supportive of Learning:** We value advancing each child's growth and learning and support teachers and administrators in their educational roles.

Conflict of Interest, Babysitting, Confidentiality, and Respectful Communication

Conflict of Interest: Parents and guardians must avoid situations that create a conflict of interest with our staff. This includes refraining from requesting or engaging in personal arrangements with employees outside of our official programs and services.

Babysitting Policy: To maintain professional boundaries and avoid conflicts of interest, parents are strongly discouraged from requesting babysitting or other personal services from staff. Any such arrangements must not interfere with staff duties or violate Center policies.

Confidentiality: All interactions between parents and staff are subject to strict confidentiality. Staff members are bound to protect the privacy of all families and children in our care. Parents are expected to respect these confidentiality boundaries and understand that staff cannot share personal information outside the scope of their professional responsibilities.

Respectful Communication: To ensure a positive and healthy environment, parents are encouraged to bring any concerns or feedback regarding staff to the administration directly.

CONFLICT OF INTEREST AND BABYSITTING POLICY

Frazer Center teachers owe their primary commitment to the Frazer Center, its students, and their families. The Center does not recommend, endorse, or become involved in arranging babysitting or private caregiving services between staff and families outside of Center premises. Any such arrangements are strictly between the parent and the staff member, and Frazer Center is not a party to these agreements.

To maintain appropriate professional boundaries and ensure the integrity of the caregiver-child relationship at Frazer, families are discouraged from engaging Frazer staff in personal caregiving arrangements outside of the Center. Employees may not offer or promote babysitting or caregiving services to families through Frazer Center channels, nor may they use Center communications or events to seek such arrangements.

Staff must exercise sound judgment when engaging in any outside caregiving work to ensure it does not interfere with their duties at Frazer Center. Employees must not disclose any information obtained through their role at Frazer—including details about children, families, staff, or Center operations—during any outside employment or caregiving arrangements.

All time spent providing outside babysitting or caregiving is considered personal time and is not compensated by Frazer Center. The Center disclaims any responsibility or liability for injuries or other claims arising during these private arrangements. Frazer Center's insurance, supervision, and child protection policies do not extend to any off-site or private caregiving activities. Families and staff who enter into such agreements do so independently and assume full personal responsibility.

We appreciate your cooperation in maintaining professional boundaries and ensuring a safe, ethical environment for all children and families.

FAMILY DISENROLLMENT POLICY

We strive to provide a supportive and nurturing environment for all children and families. However, there may be circumstances that necessitate the disenrollment of a child or family. This policy outlines the conditions and procedures related to disenrollment.

1. Reasons for Disenrollment

Disenrollment may occur for, but is not limited to, the following reasons:

- Non-payment or consistent late payment of fees
- Failure to comply with program policies and procedures
- Behavior issues that jeopardize the safety and well-being of the child, other children, staff, or families
- Extended absence without prior notification
- Unauthorized video recording, audio recording, and taking photos of staff or other children, unless during a center event

2. Notification Process: Whenever possible, families will receive written notice of disenrollment in advance, including the reason(s) and effective date.

3. Final Enrollment Status: Upon disenrollment, all outstanding fees must be settled, and any materials or property belonging to Frazer Center should be returned promptly. **Tuition deposits may be withheld in cases of policy violations, in accordance with the terms outlined in the enrollment agreement.**

4. Commitment to Fairness: We are committed to ensuring that disenrollment decisions are fair, transparent, and in the best interest of all parties involved.

USE OF VIDEO, AUDIO, AND PHOTOGRAPHS

Our program values the privacy and security of all children and families. To safeguard student privacy under the Family Educational Rights and Privacy Act (FERPA), the following policy regarding the use of video, audio, and photographs applies:

1. Prohibited Personal Recordings: Parents, guardians, and visitors are prohibited from taking videos, audio recordings, or photographs within the Center, except during designated events authorized by administration. Any violation may result in restricted access to the facility or other consequences in accordance with Center policy.

2. Center Surveillance: The facility uses video cameras throughout the building, including classrooms, to promote child safety and security. Recordings are used for safety, training, and documentation purposes and are reviewed only by authorized personnel.

3. Educational Records and FERPA: Video, audio, and photographic records that are maintained by the center and directly related to a student are considered educational records under FERPA. Such materials are protected and may only be disclosed in compliance with FERPA regulations.

4. Access to Recordings: Parents or guardians may access recordings involving their own child upon request and under special circumstances, such as incidents requiring review. If a recording contains other children, access will be limited to segments where privacy can be reasonably maintained. The Center reserves the right to deny access to protect the confidentiality of others.

5. Consent and Use: The center obtains signed consent forms from parents/guardians regarding the use of photographs or recordings for educational and promotional purposes. Without consent, no images or recordings of children will be shared publicly.

6. Confidentiality and Distribution: All recordings and images are confidential and may not be distributed or shared outside of Center-authorized staff or the child's legal guardians without express written permission.

7. Violations: Unauthorized recording or distribution of protected media may result in removal from the premises, disenrollment, or referral to law enforcement when appropriate.

USE OF OBSERVATION ROOMS

To maintain a productive and respectful environment, parents wishing to observe classrooms through the operational observation rooms must adhere to the following procedures:

- **Scheduling Observations:** Parents must schedule all classroom observations in advance by making an appointment with the Curriculum Coordinator. Scheduling ensures that observations are coordinated and that both the parent and staff representatives view the classroom simultaneously, allowing for meaningful discussion of any concerns and collaborative problem-solving.
- **Joint Observation and Discussion:** Observations will be conducted jointly with a staff member or Curriculum Coordinator present. This shared observation experience allows both parties to see the same classroom activities and behaviors, facilitating constructive conversations and solutions tailored to your child's needs.
- **Observation Times:** Observations can be scheduled anytime during the day except between 12:30 PM and 2:30 PM, which is children's nap time and staff lunch breaks. The maximum observation time is one hour unless additional time is necessary.
- **No Recording Allowed:** To protect the confidentiality and dignity of all children and staff, the use of any recording devices during observation is strictly prohibited.

Parents are encouraged to work collaboratively with the Curriculum Coordinator and administration to support their child's growth and address any classroom concerns. For appointment scheduling please contact the Curriculum Coordinator.

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. Access to records is limited to authorized administrative personnel, and files are kept in compliance with applicable child care and data protection regulations.

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 EMERGENCY

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.

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.

EMERGENCY CLOSURES AND INCLEMENT WEATHER POLICY

At Frazer Center, the safety of our participants and staff is our highest priority. Decisions regarding closing or modifying operating hours due to inclement weather or other emergencies are made independently of the local school districts and based on real-time conditions affecting our campus and surrounding areas.

The decision to close or delay opening will typically be made by 6:00 AM on the day of the potential closure. In rare cases where weather or emergency conditions worsen during the day, Frazer Center may decide to close early. In such cases, families will be notified by 12:00 PM to ensure ample time for safe pickup and staff departure.

Communication of Closures

Closure notifications will be shared through:

- Mass email or text alerts
- Direct phone calls when appropriate
- Frazer Center website or social media updates

Please ensure your contact information is current with our front desk to receive timely alerts. During emergency events, communication delays may occur due to power outages or high call volumes.

Decision to Close: Frazer Center will make the decision to close independently, always prioritizing the safety of participants and staff. The Center considers the ability to maintain mandated staff-to-participant ratios, as well as operational and financial challenges that may arise due to inclement weather.

Exceptions: Should conditions deteriorate during the day necessitating an early closure, families will be contacted by 12 PM and are urged to pick up children before the designated closing time to ensure safe travel for families and staff. In the event of unsafe conditions such as loss of power, heat, water, or other critical issues, immediate or extended closure may be implemented. Participants and employees will be notified as soon as possible.

Delayed Openings: Decisions to delay opening will be made independently with safety in mind. On delayed opening days, the Children's Program lunch schedule may be adjusted, so parents are asked to provide a snack before drop-off.

Inclement Weather, At-Risk Closings, and Makeup Days

- Due to the nature of our business, makeup days or tuition credits for missed days will not be offered.
- Frazer Center follows the DeKalb County School District's schedule for weather-related or unforeseen closures.
- Tuition fees remain the same regardless of attendance or closures.

REPORTING ABUSE OR NEGLECT

At Frazer Center, the safety and well-being of every child is our highest priority. Any suspected cases of abuse, neglect, or deprivation—whether occurring at home or within the Center—must be reported immediately.

All concerns should first be reported to the Director of Child Development Programs. If the Director is unavailable, reports may be made to any member of the administration team, who will ensure that the information is promptly forwarded to the Department of Family and Children's Services. This reporting is required by law.

Frazer Center Child Development Program staff are mandated reporters. This means staff are legally required to report any suspicions of child abuse or neglect. Staff who report concerns in good faith are protected from retaliation under Georgia law, even if the report is not substantiated.

Reports are treated as confidential within the Center. While reporter identity is not disclosed to the family by Frazer, mandated reports may include identifying information in DFCS records as required by law. To support the child's well-being, administrators and relevant classroom staff may meet to discuss behavioral or safety concerns. However, the details of a DFCS report remain confidential and are not shared with staff or families.

Additionally, the following serious incidents that occur while a child is in our care 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 medical attention beyond first aid
3. If any employee acquires a criminal record while employed at the Center
4. Any lapse in supervision

SUPPORT US

With your support, the Frazer Center can continue to expand our programs, strengthen our community, and create even more spaces where everyone belongs.

We strongly encourage you to get involved. For more information about any of these opportunities, please contact Meredith Gray, Director of Development, at m.gray@frazercenter.org.

- **Annual Fund:** Making a gift every year has an impact in supporting the operations of the Center. Every dollar makes a difference and participation increases our availability to raise funds successfully through corporations and local and national foundations. Give online at www.frazercenter.org/give
- **Monthly Gift:** Adding an extra amount on your monthly tuition payment is an easy, but impactful, way to give back
- **Gift of Stock and Securities:** Reach out to your broker to have stock transferred to The Frazer Center's account with the information below. Please also notify m.gray@frazercenter.org so we can correctly identify your gift.

Raymond James

Attn: Sean O'Toole

880 Carillon Pkwy

St. Petersburg, FL 33716

The Frazer Center's Account Number: 414AR308

Raymond James' DTC Number: 0725

- **Workplace Giving:** Many companies will double or triple your gift. Other companies will donate when their employee volunteers with an organization. This is an easy way to make a big impact!
- **Planned Giving:** Consider adding the Frazer Center in your legacy plans to support long-term plans for the Center.