



frazer center
gather. learn. flourish.

**The Frazer Center
Child Development Program**

**PARENT HANDBOOK
2018 – 2019**

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

This handbook serves as an agreement between parents and the Center. By accepting this handbook, you are agreeing to follow the policies and procedures herein. Failure to adhere to the spirit of these guidelines may jeopardize your child(ren)'s enrollment in the program.

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 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 for sixty-nine years.

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

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

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

The grounds include Cator Woolford Gardens, sometimes referred to as the "Secret Gardens." The Gardens are a popular site for photo shoots and the occasional movie or television filming, and are rented to the general public for wedding ceremonies and receptions, retreats, luncheons, dinners and various corporate functions. They are listed on the National Register of Historic Places. Revenue generated from Gardens rentals directly benefits services provided by The Frazer Center.

OUR GOALS AND PURPOSE

PRESERVING THE EXPERIENCE OF CHILDHOOD

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

CREATING A CARING COMMUNITY

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

FAMILY ARRANGEMENTS

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

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. For example, instead of "Autistic people", we would say "people affected by Autism".

OUR PHILOSOPHY

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

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

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

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

ADMISSIONS POLICY AND PROCEDURES

ADMISSIONS POLICY

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

The process of "matching" is also a central factor. In this process, the leadership team in the children's program assesses the composition of the group. 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.thefraziercenter.org to gain general information about our program and to schedule a tour. Group tours are conducted on Wednesday mornings at 10:00am.
- 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 Special Need 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 45-60 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. Twice per year, we update the wait list by sending out an email to verify continued interest in remaining on our wait list. Families who do not reply to the email, or who decline offers for enrollment two times will be removed from the wait list.

ENROLLMENT FORMS

In addition to the application for admission, a packet of enrollment forms must be completed and signed before the child enters the program. Upon confirmation of admission, the Assistant Director schedules time with new parents to review all forms, requirements, and 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 www.fraziercenter.org/inclusive-community/tuition-payments-fees.
- If you would prefer to make payments by check, please place them in the lock box in the lobby. Credit cards are also accepted for payment, and an online authorization form is available on the website. Please note that credit card processing is costly to the Center, so automatic bank draft or check is preferred if possible.
- A \$35 service fee is charged for any returned check or declined credit card payment.
- Tuition will not be prorated should you decide to withdraw your child from the program before the required 30 day notice. See Withdrawal Policy for more information.
- Tuition rates are increased as needed at the beginning of each school year (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

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

FINANCIAL AID

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

MONTHLY TUITION RATES AND OTHER FEES

Infant Tuition	\$1,570
Toddler Tuition	\$1,520
Preschool Tuition	\$1,380
Pre-K Morning Care	\$70
Pre-K After Care	\$445
Pre-K Morning AND After Care	\$480
Pre-K Meals	\$120
Summer Camp	\$285 per week
Annual Activity Fee (due Sept 1 st)	\$125 per child (except Pre-K)

ANNUAL FEES

ACTIVITY FEE

An annual activity fee of \$125 is assessed August 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 Assistant Director.

PRE-K EXTENDED CARE FEES

For families who only need occasional extended day services enrolled in the Pre-K program, we offer per-diem rates on a limited basis. Charges are based solely on the sign-in and sign-out clock of the computer. This is the only way we can objectively track what is considered morning and aftercare. Lunches will be tracked by classroom teachers each day – children who don't bring or forget their lunch will be charged. To avoid unnecessary charges we ask for your cooperation in promptly picking up/dropping off your child after signing in and out.

Extended Hours Fee Information

- Per diem after care starting at 2:40pm (up to six days of after care in a given month) - \$32/day
- Per diem morning care before 7:55am (up to six days of morning care in a given month) - \$8/day
- Per diem meals/snacks (up to 10 days of meals/snacks in a given month) - \$9/day

Additional Information:

- Parents will be billed \$32 per day for each day you pick up after 2:40pm, up to six days in a given month. If your child attends seven or more days of after care in a given month, you will automatically be billed for a full-month's tuition.
- Likewise, for morning care, you will be billed \$8 per day for each day you drop off prior to 7:55am, up to six days in a given month. If your child attends seven or more days of morning care in a given month, you will automatically be billed for a full month's tuition.
- Lunches will be billed at the rate \$9 per day for each day your child is without lunch. If your child eats our meals more than 10 times in a given month, you will automatically be billed for a full-month's meal cost.

WITHDRAWAL

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

A one month written notification is required to withdraw your child from the program without penalty. The written notice must be given by the first day of the month. The Frazer Center does not prorate tuition for families leaving before the end of the month. This notice should be given to the Assistant Director of Child Development Programs. Once notice is received, you will still be responsible for your full tuition for the next calendar month. Please make note that families who hire staff members away from the

Center to serve as full-time caregivers/nannies will forfeit the refund of their deposit when withdrawing their children.

OPERATIONAL DETAILS

HOURS OF OPERATION

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

MEAL TIMES

- Breakfast: 9:00-9:30
- Lunch: 11:30-12:00
- Afternoon Snack: 3:00-3:30
- Late Snack: 5:00-5:30
- The Infant classroom schedules may vary slightly due to individual schedules. Young infants are responsible for bringing formula/breast milk and jar food. Center food is available upon parent/guardian request.

HOLIDAYS

The Center observes several holidays throughout the year. This includes New Year's Day, Martin Luther King Jr. Day, Memorial Day, July 4th, Labor Day, Thanksgiving (plus the Friday after), Christmas Eve, and Christmas. Additionally, the Center is closed for the **full week** after Christmas. Dates for these weeks vary from year to year.

STAFF IN-SERVICE

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

LOADING AND PARKING

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

There is absolutely no parking or loading from the sidewalk directly in front of the building. This area needs to remain clear of cars so that families with disabilities and emergency vehicles have easy access to the building. There are 15 minute active loading zones along the side of the building for your convenience. All other loading must be from the central or side parking lots. **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 (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.

ARRIVAL AND PICK UP

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

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

RELEASING YOUR CHILD

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

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

If information is needed by the Frazer Center staff regarding custody please provide us with the formal paperwork. Unless we have the appropriate paperwork, we cannot keep a child's biological mother or father from picking up his or her child. When we have the appropriate paperwork and a parent tries to pick up the child in a manner that is inconsistent with the legal

documents, we will call the other parent immediately and then the police. We will ask that the police mediate the situation and determine who is allowed to take the child home.

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

BABYSITTING

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

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

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 1980's. The Creative Curriculum bases its educational approach on the idea that all children progress and learn through interactions with the social and physical environment. Based on this idea, an open framework consisting of a set of guiding principles and 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.

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 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 determines 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; each have equipment and activity spaces appropriate to their developmental needs. Our program permits free flow of activity in and out of the room for most age groups during various times of the day.

OUTDOOR PLAY

When weather permits, children will spend time outdoors. According to licensing regulations, young children are to spend a minimum of an hour and a half outdoors each day. Infants are to spend an hour outdoors each day. Please dress your child appropriately and supply jackets and coats according to the current weather. Also, please be sure to send children in play clothes with shoes that adequately protect the feet and are not slick-soled (tennis shoes are a good choice, please avoid flip flops and shoes without a back strap). Lastly, as we are located in a heavily wooded area; mosquitos and ticks are a concern at certain times of the year. Please be sure to provide your child with insect repellent containing DEET to protect them from these pests.

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

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 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.

SUPPORT PLANS

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

MANDATED REPORTING PROCEDURES

Any and all suspected cases of abuse, neglect or deprivation either at home or at the Center should be immediately reported to the Director of Child Development Programs. In the event the Director is not available, make the report to any member of administration so that it may be reported to the Department of Family and Children's Services. This reporting is required by law.

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

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

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 stay with **at least part of their peer group** when they move into new classrooms in August. However, it is not guaranteed that Young Toddlers and Older Toddlers 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 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
Infants	1:4	1:6
12-28 months	1:4	1:8
21-36 months	1:6	1:10
30-48 months	1:9	1:15
Four-year-olds	1:10	1:18

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

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

CONFIDENTIALITY

Program staff and administration at the Frazer Center understand the importance of confidentiality regarding your family's information. Unless authorized to do so, personal information including address, phone number(s), and email addresses will not be released. Information related to your child will not be discussed with anyone other than Frazer Center staff members without your consent, unless required by law. Children's files are located in secure locations, accessible to the Director of Child Development Programs, the Assistant Director of Child Development Programs, and the Instructional Coordinator. 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, lunch, and nap, provide an opportunity for children to become comfortable with the new environment before setting off on their own.

Conversely, if your child is transitioning out of our program, either to go to Kindergarten or to another school, we want to help you with that transition. Information that we will gather over the course of your child's enrollment with us will be helpful for his/her new school teachers and caregivers. We will happily provide you with copies of any assessments, screenings, and portfolio information we have compiled on your child.

Transitions within the program are thoughtfully planned for as well. Each year in July, children spend time transitioning into their new class and becoming acquainted with their new teachers and peer group.

WHAT TO BRING ON THE FIRST DAY

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

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

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

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

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 peanut products. At no time will the Center allow food prepared at home to be served to the group. Also, we ask that if you plan to bring in treats to share that you notify the parents of the children in the classroom so that parents have the right to refuse. Healthy treats are preferred. **If you choose to make balloons part of your celebration, please do NOT bring latex balloons (Mylar is acceptable).**

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

CLASSROOM PARTIES

There are several times over the course of the school year that parents may choose to gather and socialize in their child's classroom (i.e. end of the year parties, holiday parties, etc.). While we encourage parents to have a fun time getting to know one another, please be advised that alcohol use in the classrooms is strictly prohibited. Alcohol is permitted at pre-approved events and a licensed pourer must be present.

SLEEPING & REST TIME ACCESSORIES

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

Parents are asked to provide children sleeping on mats with a small blanket for rest time. Children sleeping on mats are also welcome to bring a stuffed, soft animal or doll, as well as transitional items such as "lovies" or pacifiers to which their child is attached and finds comfort using. It is the policy of the Center to give children who aren't sleeping a quiet activity after 30 minutes of rest. 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 remain in the position the infant attains.

- 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.
- Bedding will be changed prior to placing an infant in a crib previously occupied by another infant.
- 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

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

INCLUSION SERVICES

If a child meets one of the eligibility requirements in the Center's definition of a Special Need, he/she may qualify for Inclusion Services.

Frazer Center uses the following definition in determining eligibility for services:

- Children with an identified disability, delay, medical, or mental health condition requiring early intervention, therapy, special education services, or other specialized services and supports; or
- Children without an identified condition, but requiring specialized services, therapy, supports, or monitoring

Frazer Center's Inclusion Services are categorized into 4 tiers. Eligibility and services provided for each tier are listed below.

QUALIFICATIONS:

Level 1: child does not meet the qualifications for Special Needs, and no differentiated instruction or behavior support is required

Level 2: child meets qualifications for Special Needs, and requires minimal differentiated instruction or behavior support

Level 3: child meets qualifications for Special Needs, receives therapies across several domains or a high level of support in one domain, and requires significant differentiated instruction, support and accommodations

Level 4: child meets qualifications for special needs, receives therapies across several domains or a high level of support in one domain, and requires individual instruction and one-on-one support for a significant portion of the day

SERVICES:

Level 1: Not eligible for Inclusion Services

Level 2:

- Initial Inclusion Team (parents, CDP administrator, therapists, and teachers) meeting upon enrollment
- Provision of private therapy space for "pull-out" services, or adaptations for "push-in" services in the classroom, and teacher/therapist communication about therapeutic goals
- Addition of minimal adaptations and/or interventions in the classroom, to ensure inclusion and advancement of therapeutic goals (as applicable)
- Additional Inclusion Team meetings held as needed, upon request from parent, teacher or administrator
- Yearly teacher transition meeting for current teachers to meet with the child's new teacher to discuss goals, objectives, and strategies

Level 3:

- Initial Inclusion Team (parents, CDP administrator, therapists, and teachers) meeting upon enrollment
- Provision of private therapy space for "pull-out" services, or adaptations for "push-in" services in the classroom, and teacher/therapist communication about therapeutic goals
- Addition of an Inclusion Consultant* to the Inclusion Team. Inclusion Consultant to provide the following services:

- Observe child and make recommendations to the Inclusion Team, in order to determine and prioritize the needs of the child in the classroom
- Coordinate with the Inclusion Team to develop targeted goals and objectives
- Collaborate with the Inclusion Team to assure the implementation and generalization of each identified child's targeted goals and objectives.
- Create a weekly email update for the child, and distribute to the Inclusion Team
- Provide appropriate resources (including interventions, resources, and strategies) to the teaching staff , to encourage independent learning opportunities and increase the participation in the classroom
- Assist families in the transition to community programs, public or private school settings to ensure the continuation of appropriate educational and therapeutic services

Level 4:

- Enrollment and Inclusion Services are contingent upon parents providing an approved one-on-one aid/teacher for the classroom
- Level of care will be assessed when an approved one-on-one aid/teacher is approved

*The Frazer Center/Adaptive Learning Center inclusion consultant pilot project was launched through grant funding. Its continuation is contingent on funding availability.

COMMUNICATION

MESSAGES, NOTICES AND WRITTEN COMMUNICATION

Daily communication will be sent out via Tadpoles. 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.

PORTFOLIOS AND PARENT CONFERENCES

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

COMMUNICATION WITH TEACHERS

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

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

PARENT CONCERNS ABOUT CHILDREN - CONFERENCES

We care about your concerns for your children. We have found that when such concerns arise, a scheduled conference time works best for sharing between parent and teacher. If you desire a conference, please schedule one with your child's Lead Teacher. Additionally, you may request the presence of any member of the children's program's leadership team. Or, if the need arises, you may schedule a conference with the Director alone. We are here to meet your needs concerning you and your children. Please don't hesitate to make use of our services.

COMMUNICATING CONCERNS

Open communication is the foundation of a harmonious child development facility. Please make use of our willingness to listen by communicating your needs and concerns as they arise. The Lead Teacher, along with all members of 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 November and May, in order to collect constructive feedback regarding your experience with the program.

GRIEVANCE POLICY

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

Level 1

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

Level 2

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

Level 3

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

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

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. If you are abstaining from immunizations for religious reasons, please submit a notarized Affidavit of Religious Objection to Immunization (DPH Form 2208).

ILLNESS

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

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

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

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

Our policies and procedures are as follows:

- 1) If your child arrives at the Center with symptoms or possible illness or disease, you will be required to take your child home. If above symptoms manifest while your child is at school or if she/he has a significant accident, we will contact you immediately. Ill children are isolated and parents are requested to pick them up. If we are unable to contact you within 30 minutes or in the event you are unable to pick up your child, we will call your emergency contacts. ***An ill child must be picked up by a parent/guardian or authorized adult within one hour of being notified.*** If the child seems particularly sick or injured, we will attempt to call your child's doctor, or clinic for further instructions. In a genuine emergency, we will call the paramedics at 911 (less than ½ mile away) for assistance and, and simultaneously call you.
- 2) If a child contracts a contagious illness, parents are required to notify us so we can pass the information on to other parents. Information provided to parents will include the type of contagious illness, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures for school and home. *Your child's name will be kept confidential at all times.*
- 3) Children who have had a contagious illness, or have been hospitalized for illness or surgery **MUST** bring a doctor's note to return to school. Please remember this is important to ensure the health of ALL children and staff. If you do not bring a note, the teacher will refuse to accept your child into the classroom until a note is received.
- 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 your written instructions. If you bring medicine to school, you must:

- 1) Make sure it is in the **original, child proof container**, labeled with the child's full name.
- 2) Fill out a Medication Authorization Form, stating what the medicine is, 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.
- 3) All medication must be left at the front desk with a completed Medication Authorization Form. No medication should be dropped off to, or left in the classroom.

FOOD

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) Keep portions small unless your child has a large appetite.
- 3) Keep the sweets and starches to a minimum -- we suggest, at most, once a week. Children who have sweets or chips in their lunch want to eat them first and don't have an appetite for the rest of their food.

- 4) We urge caution when sending foods for children under five, to avoid incidents of choking. *Grapes, hot dogs, popcorn, raw peas, hard pretzels and carrots should not be sent to school per licensing regulations (even when sliced).*
- 5) We provide milk or water in a cup.
- 6) Provide a balanced meal according to the USDA's food guidelines. Staff will supplement lunches brought from home if they are found not to meet guidelines. Suggested foods include:
 - Proteins: pieces of meat, yogurt, cheese (w/ crackers), eggs, chicken, cottage cheese, and tuna. (*The Center restricts peanuts and peanut butter due to allergies.*)
 - Fruit: any fresh fruit (except for grapes), unsweetened applesauce.
 - Vegetables: celery, peas, cherry tomatoes, raw broccoli or cauliflower, or other fresh vegetables.
 - Carbohydrates: whole wheat bread, whole grain crackers.

NUT RESTRICTION

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

FORMULA BOTTLES AND BREAST FEEDING

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

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

EMERGENCY PROCEDURES

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

SEVERE WEATHER, FIRE AND PHYSICAL PLANT PROBLEMS

In case of fire, the Center staff will follow the evacuation procedures posted by the exits. Children will be taken to a safe waiting area and parents/guardians will be contacted for pick-up. The Center conducts fire drills periodically to practice these procedures. Should parents arrive to the Center during a periodic evacuation drill, there will be staff members stationed in the

driveway to halt traffic from moving into the upper lots while children are present. If parents are inside the Center when a drill occurs, please plan to participate. **Cars will not be allowed to enter or exit the upper lots during evacuation drills.**

In case of severe weather (tornado/storms) children and staff will be evacuated from rooms and into the central hallway as indicated by the exits. Parents/Guardians will be contacted as soon as possible, without compromising the safety of the children or the staff. The Center conducts tornado drills periodically to practice these procedures. **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-participate 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: If DeKalb County Schools are closed due to inclement weather and their 12-month employees are not required to report to work, Frazer Center will also be closed. If DeKalb County Schools are closed, but their 12-month employees are required to report to work, Frazer Center will be open.

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 and announced as soon as DeKalb County Schools have made their decision, typically by 6 AM the morning of the closing. The decision to close 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: If a delayed start time is issued for DeKalb County Schools' 12-month employees, the Frazer Center will have that same delayed start time. 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.fraziercenter.org
- Support Frazer Center through your workplace giving. Our United Way code is 121 and our Combined Federal Campaign is 82792. Your employer may also match your charitable donation.

ORGANIZATIONAL STRUCTURE

BOARD OF DIRECTORS

Roles and Responsibilities

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

The Board is made up of community volunteers including interested parties from the finance industry, the political arena, the fundraising and development community, as well as therapists,

educators, and pediatricians. We also strive to have an active parent on the Board at all times. If you are interested in becoming a part of the Board, please contact the Executive Director.

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