



# School Parent Handbook

Revised Spring 2009

Fraser is a Minnesota nonprofit organization with a nationally renowned reputation for serving children of all abilities and adults who have special needs. Fraser's multi-disciplinary staff provides a broad continuum of direct services, information and support in the areas of education, healthcare and housing.

**Our Mission**

Fraser's mission is to serve children, adults, and families with special needs to assist them in maximizing their abilities and reaching their potentials.

**Our Vision**

Fraser's strategic intent is to be recognized by clients, staff, volunteers, referral sources and the community as the most effective and efficient provider of evaluation, education, intervention, residential and support services for children and adults with special needs. This intent will be realized by fostering an environment in which: services are consumer driven; the highest caliber of staff are retained; diversity is valued; expectations are high; rewards are evident; and outcomes are visible.

**Fraser School Mission Statement:**

Our mission is to help every child feel successful in some way every day by providing a unique, quality, early childhood experience.

Fraser School is licensed by the State of Minnesota's Department of Human Services. We are a nationally recognized, non-profit program that maintains an innovative, inclusive environment for children of all needs and their families. Fraser School can be contacted by:

Street Address: 2400 West 64<sup>th</sup> Street  
Minneapolis, MN 55423

General Phone: 612-861-1688

Website: [www.fraser.org](http://www.fraser.org)

## **Welcome to Fraser School!**

Fraser School is a comprehensive early childhood education center providing services to children from 6 weeks to 6 years of age who have typical needs or special needs. Our program, a national model, is inclusive of all children regardless of their ability. We recognize that children with special needs and those with typical needs benefit immensely from shared growth and learning experiences. By playing together, children learn about differences in abilities and talents, appearances, languages, and background experiences that create the rich diversity of our society. Inclusion provides a challenging, enlightening and motivating environment for all children.

Play is a foundation for development and is the primary tool children use to learn. At Fraser School, we recognize the unique abilities of each child. The curriculum and highly qualified staff foster children's strengths through a balance of activities which are developmentally appropriate and individualized to meet the developmental stages of each child. Strong self-esteem, a building block for future success, is developed through ongoing support and encouragement from the adults in the lives of children. Fraser School has adopted the philosophy of Lev Vygotsky, who believed that children learn through social interactions with others who are more "expert" than them, and the most important aspect of an early childhood program is improving a child's social skills and interactions.

We believe that:

- Children and families benefit from the experiences of diversity.
- Play periods are as important as time spent in a structured learning environment.
- Music therapy plays an integral role in physical, cognitive, and social/emotional development.

Fraser School strives to create a sense of community among our staff, students, families, volunteers, and community members. We believe that family involvement is critical for children to achieve the positive long-term effects of Fraser services and we highly encourage all families to be involved in their child's education in whatever capacity they feel most comfortable. Fraser expects open and frequent communication between staff and families. Each classroom has a voice mail and an e-mail address that are published in the monthly classroom newsletters. Teachers check their voicemail and e-mail daily, and respond to messages within 24 hours. In addition to the two regularly schedule conferences each year, teachers or parents can call an additional conference at any time during the year to discuss concerns regarding a child.

Fraser School maintains a culture that is safe and respectful for our students, families, and employees.

Thank you for choosing Fraser. We welcome you and the opportunity to work collaboratively with you to help your child reach his or her fullest potential.



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# School Parent Handbook

<p><b>Section 1</b> <b>General Information</b></p>
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## **Fraser's Organizational Principles (PIRQ)**

### **Partnership**

Fraser helps families gain access to all of the community resources that are available to them and serves as their advocate.

Fraser seeks to collaborate with other service providers whenever it believes that the quality, quantity, or efficiency of service delivery can be improved.

Fraser shares its knowledge and promotes public awareness of issues of importance to people with special needs and their families.

Fraser actively seeks client, family and funder input in the design, implementation, improvement, and evaluation of programs and services.

### **Innovation**

Fraser is responsive to community needs and to its funders by developing cost effective program options.

Fraser is committed to serving people with special needs in creative and innovative ways.

Fraser is committed to its tradition of providing “client-driven” services that respond to the needs and the input of clients and their families.

### **Respect**

Fraser believes that people with special needs have a right to live, learn, work, and play as inclusive members of their communities.

Fraser believes that diversity and mutual respect among clients, families, staff members, volunteers, and board members enhance every aspect of the organization. Fraser provides to people of all ages positive experiences that encompass all abilities. Fraser reduces prejudice by fostering an inclusive environment.

Fraser expects staff members to promote a caring, supportive, safe, productive and respectful work environment consistent with Fraser's Employee Credo.

Fraser supports the rights of clients and families to self-determination in choosing how their needs are met.

Fraser values the contribution of each individual equally, regardless of position or title.

### **Quality**

Fraser strives to meet and exceed the unique needs and expectations of the individuals and families that it serves.

## **Fraser Management**

Fraser is governed by a volunteer board of directors representing a variety of backgrounds and experience, including business executives, parents, medical professionals, and more. The board is responsible for strategic planning, monitoring the organization, establishing budget and policy regulations, and representing the needs and interests of Fraser's various constituencies.

In addition, Fraser is led by its chief executive officer and president, Diane S. Cross. Unlike the board members who are volunteers, the chief executive officer is a paid employee. It is her responsibility to develop and maintain the organization within the budgetary and policy framework set by the board of directors.

Fraser's day-to-day operations are managed by a team of directors responsible for oversight of their respective areas, including chief financial officer, chief operating officer, and chief development officer, director of employee relations & corporate compliance officer, director of marketing, director of Fraser School, clinical director of the Fraser Child & Family Center, director of operations of the Fraser Child & Family Center, director of residential services, director of home & community supports, director of rehabilitation services, and manager of human resources.

### Fraser School is licensed by:

Minnesota Department of Human Services  
444 Lafayette Road  
St. Paul, MN 55155  
651-296-3971

### Health Consultants:

Bloomington Public Health  
1900 West Old Shakopee Road  
Bloomington, MN 55431  
952-948-8900

## **Fraser is insured through Kraus-Anderson Insurance Company**

## Admission

Fraser School follows the same admission process for all children. If there is not a spot open at the time of inquiry, the child can be placed on our wait list for a (non-refundable) nominal fee. When an opening becomes available, the next family on the list is contacted and informed of days, times, and classrooms available.

Enrollment packets are distributed at the time that you accept the school's offer of enrollment. There is a (non-refundable) nominal fee for processing this enrollment paperwork. All forms, including health history, immunization information, and emergency contacts must be completed and returned seven days prior to the child's first day of attendance. A schedule of days and hours of enrollment will be established after this paperwork is returned and prior to the child's first day of attendance. Schedule limitations depend upon staff/child ratio according to standards set by the State of Minnesota Department of Human Services Licensing Division.

- Children are enrolled in a classroom according to their age and that will best meet their needs. Each child's placement is based on the information presented by parents/guardians at the time of intake.
- Enrollment will only be guaranteed if forms are returned by the established deadline.

## Criteria for Successful Participation at Fraser School

A child must be able to function in a designated group without the threat of harm to themselves, other children, or the staff in the program. If a child is in need of increased staff support or intervention for feeding, behavior management or general participation in activities, these supports (if available) may need to be billed at an increased rate. (Options may include respite care, personal care assistant, therapy services, etc.) This will be discussed with parents at intake or as appropriate.

Fraser may assist families in finding additional funding sources to meet the higher needs of the child and/or recommend evaluations, therapy services, consultation services, or alternative programming.

## Termination

If parents decide to terminate enrollment, a notice of **30 working days** must be provided in writing to the intake coordinator. Failure to provide written notice 30 days prior to the withdrawal will result in continued charges of established fees. If the child has attended the school less than 30 working days, you may discharge immediately.

Usually, termination of enrollment is due to reasons such as relocation, work schedule changes, etc. However, we recognize that not every situation is appropriate for every child. If Fraser School is an unsatisfactory fit for a child, we will work with the parents/guardians in order to determine the cause and make the appropriate modifications to accommodate the child's needs. If a workable solution cannot be reached, parents may choose to withdraw from the program. Fraser School may also determine that our program is not appropriate for some children despite

our efforts to meet individualized needs. In either case, we will work with the family to try to find a better match for the child and make a smooth transition from Fraser. Fraser School upholds an environment of respect and humanity. Behavior from parents which is perceived to be disrespectful of other families, students, or Fraser staff members will not be tolerated and will be grounds for dismissal from Fraser services.

Children enrolled in some programs may be required to maintain minimum attendance requirements. If attendance is not maintained, termination may be necessary. Please contact the program director or assistant director for details.

### **Staff as babysitters or nannies**

Fraser School staff members are often approached by parents for babysitting. As long as it does not conflict with a staff member's scheduled hours at Fraser School, they are welcome to accept the offer. We cannot allow staff members to decrease hours or take a leave of absence to work for a family and keep their jobs at Fraser School.

However, we do expect our staff members to maintain their professional boundaries with all of the children and families in the school. All conversations regarding private babysitting should take place outside of Fraser School and during the staff's personal time. Also, families may want to consider the confusion that may occur with their child if his/her teacher becomes his/her babysitter

### **Hours of Operation**

Fraser School is open year-round, Monday through Friday, 7:00 a.m. to 6:00 p.m. with the exception of holidays and staff development days. The following holidays are observed:

New Year's Day	Independence Day
Martin Luther King Day	Labor Day
Presidents' Day	Early Childhood Conference
Good Friday	Thanksgiving Day
Memorial Day	Christmas Day

Please see the annual calendar for specific dates when the school is closed, including staff development days.

### **School Closings**

Decisions about school closings due to weather conditions are made by the director of Fraser School or designee and announced on WCCO radio 830 AM and KSTP-TV channel 5, (particularly if closing is imminent before 6:30 a.m.).

If early dismissal is required due to weather conditions or school emergency, parent/guardians or emergency contacts will be notified by phone for early pick up. If a parent/guardian is unable to pick up a child, it is the parent/guardian's responsibility to make the appropriate arrangements and notify Fraser of those arrangements. If parent/guardian(s) fail to pick up their child at the established time:

- a. Fraser will attempt to contact parent/guardian(s).
- b. Fraser will attempt to contact person(s) listed as emergency contacts.
- c. If all attempts fail, the local police department and county services will be notified.

## **Schedules**

At Fraser, families enroll their children for a specific schedule of days and hours. Our staffing patterns reflect the scheduled number of children in the classrooms and the Department of Human Services' Licensing mandated adult/child ratios. Dropping off early or picking up late can alter the ratios and put us out of compliance with state licensing. This may cause staff to stay late and infringe upon their personal plans. Therefore, the following early drop off / late pick up policy is strictly enforced.

### **EARLY DROP OFF / LATE PICK UP POLICY**

Fraser School is very strict about parents dropping off and picking up children at the scheduled times because of the state's Department of Human Services' licensing regulations. We are mandated to keep certain staff to student ratios at all times. Daily staffing patterns are based on children's schedules, so if a child comes early or stays late, ratios may be skewed. A 15-minute grace period for pick-up is granted to families for occasional use due to an unavoidable emergency, unpredicted weather, unpredictable traffic, or other extenuating circumstances. The grace period can only be used **three times** during the school year and only between 11:30a.m. and 6:00p.m. Fraser School's staffing is also not designed to provide one to one care for a sick child. If a parent/guardian or another authorized contact fails to pick up an ill child within one hour after the initial contact from the Fraser staff, the late pick-up policy will apply.

Late pick up beyond these grace periods will be billed to the parent or guardian at the rate of \$1.00 per minute for the first 5 minutes and \$5.00 per minute beyond 5 minutes. **There are no grace periods for early drop off.** If a child is dropped off before their scheduled time the parent or guardian will be billed at the same rate as late pick up.

## **Schedule Changes**

To request a permanent schedule change, a parent/guardian must call the **intake line (612-798-8324)** at least two weeks in advance. The ability to accommodate schedule changes is related to staff/child ratios as outlined by state licensing. Within your child's first 30 days, you may change his/her schedule for free. After that, there is a \$30 fee for schedule changes.

The Ready 4K program runs from 9:00 AM – 12:30 PM.

Scheduling options for all other programs are as follows:

- 2 days per week (T/TH), 3 days per week (MWF), or 5 days per week
- Morning (9:00-11:30 AM), afternoon (1:00-3:30 PM), or a full day schedule between the hours of 7:00AM – 6:00 PM.

### **Extra Hours (pre-arranged additional child care hours)**

Extra hours, for children currently enrolled at Fraser School, are available when space and staffing permits and must be pre-arranged. Reservations must be made at least two days in advance by calling (612) 798-8332 or by e-mailing [extrahours@fraser.org](mailto:extrahours@fraser.org). Hours requested are not guaranteed until a Fraser School Coordinator or administrator calls you with approval. If you drop your child off early or pick them up late without prior approval for extra hours, you will be billed the early drop off / late pick up fee according to the current rate sheet.

Extra hours will be billed on an hourly basis according to the current rates and will appear on the monthly statement for the month after the hours are utilized.

### **Arrival**

***Children must be with an adult at all times while in the building.*** Parents/guardians are requested to keep their children within sight and sound when arriving and departing Fraser School. We strongly recommend that adults hold children's hands while walking through the parking lot. For the child's safety, we ask parents to be certain that a staff person is aware of the child's arrival before leaving. All groups also have a sign-in sheet. Please sign in and out on these sheets. **Note to parents:** If you are going to be away from your place of work for the day, be sure to leave a phone number where you can be reached and an alternate contact in case of an emergency.

### **Departure**

When picking up a child, parents should be sure that staff is aware that a child is leaving. All children should also be signed out on the class list. If unable to pick up a child, it is the parent/guardian's responsibility to make the appropriate arrangements and to notify Fraser of those arrangements. (See **School Closings** for additional information.) Parents/guardians are responsible to provide, in writing, the names of person(s) authorized to pick up their child. **Written authorizations** are required to release children to authorized person(s). All staff members are instructed to ask for picture identification from individuals they do not know or those without access codes to the building. Copies of legal documents must be provided before any staff person can actively prevent non-custodial parents/guardians from picking up their children.

Pick up times are transition times for children in the school. Some children go to other classrooms for nap or extended day programs. Transitions are difficult for many of our students, and several adults lingering to visit in classrooms can escalate the anxiety level of some children. If you would like to visit with another parent during these times, please move away from the classrooms and lockers.

*Fraser School staff members teach children that “only adults open doors and gates at Fraser School”. Please help us by enforcing this with your children at all times. We also encourage “walking feet” in the school for safety.*

## ***FAMILIES ARE NOT ALLOWED TO USE THE GYM OR THE PLAYGROUND***

### **Door Access**

For security purposes, a punch-code door access system is in place at Fraser School. Upon enrollment, each family is issued the code to enter the school. The code will be changed periodically and will be handed out to parents by classroom teachers before the change occurs. Individuals without the code may access the building and administrative offices through the main entrance on the south. To enter the school, the receptionist may ask for picture identification. (We ask that those with the code help keep the building secure by not holding the door open for others behind them).

***Please do not share the code with your children or allow them to open the doors.***

### **Absences**

When a child is ill, parents/guardians should call the **front office (612) 861-1688** as soon as possible and give the child’s name, classroom, and reason for absence. Please give the diagnosis if your child is ill as we are mandated to report communicable diseases to other families the child is in contact with throughout the day. If a child will not be attending the program because of a scheduled appointment, vacation or other planned absence, parents should notify the classroom staff or office at least one week in advance when possible.

### **Transportation**

In most instances, parents/guardians are responsible for transporting their child to and from Fraser School. In accordance with state guidelines, Fraser strongly advocates the consistent use of age appropriate child safety restraints whenever transporting a child.

***Children should not be left unattended in vehicles as all Fraser staff members are mandated reporters and will report such incidences to child protection.***

Buses drop off and pick up along the east side of the building by the yellow curb. Please do not park along this area.

Please do not park where no parking signs are posted – the east entrance gets very busy and congested at drop off and pick up times. Fraser is not responsible for any fender-benders that occur there.

## **Children's Clothing and Personal Items**

It is recommended that children wear clothing that is comfortable and easy to play in. Tennis shoes are recommended for safety. We paint, use sensory materials, play outside, etc. We do have the children wear paint shirts during painting and messy activities; however, clothing still can get dirty.

All classrooms go outside each day unless the temperature or air quality does not allow it. Temperature guidelines for going outside are 10 degrees Fahrenheit or above with no wind chill, or a heat index of below 100. If an air quality warning is issued by the local weather stations, children will be kept indoors.

Parents should send appropriate clothing for the weather, keeping in mind that the playground will be wet and sloppy in the spring months. **All loose clothing items such as hats, boots, mittens, snow pants, coats, etc., should be labeled with the child's full name.** Lost and found boxes are located at the east entrance and are emptied at the end of each month. Fraser is not responsible for lost or damaged personal items.

Upon enrollment, parents are asked to authorize the use of sunscreen to protect children during outdoor play. Fraser will provide the lotion unless parents send in a specific sunscreen which must be labeled with the child's first and last name. (Sunscreens will not be used on children 6 months and younger. Fraser staff will assure that these children are not in direct sunlight for prolonged periods of time.) Sunscreen is applied at least 30 minutes before going outside in order to protect skin from harmful rays. If your child's class is on the playground when you drop them off, staff will apply sunscreen upon arrival, but it will not be effective immediately. It would be helpful to apply sunscreen before coming to school if the class may be outside.

## **Toileting and Diapering Procedures**

Children's diapers are changed two hours after the last change indicated on the parent portion of the daily information sheet, and a minimum of every two hours thereafter or when soiled.

Parents/guardians provide diapers and diaper creams, if necessary. Fraser school provides diaper wipes (unless a specific brand of diaper wipes is required). All items sent from home need to be labeled with the child's full name.

Cloth diapers may be used at Fraser School if parents supply a diaper pail with a lid and take soiled diapers home daily. Families must also supply Fraser staff with plastic bags to line the diaper pail. Fraser staff will put each wet/soiled diaper in a separate plastic bag and place in the pail. Stool will be flushed down the toilet prior to placing the diaper in the plastic bag. Health Department regulations do not allow staff to rinse the diapers.

Children who are independent in toileting have designated toileting times after breakfast, mid-morning, lunch, mid-afternoon and late day. All classrooms have bathrooms for additional toileting times, as needed.

As they develop, toddlers are exposed to potty-chairs; however, it is only an exposure. Parents and teachers should discuss the routine for potty training as the child becomes ready for this milestone. Children who are in the process of potty training follow the same schedule as their peers. Parents of young children can request daily information sheets documenting times diapers were changed.

## **Meals and Snacks**

Parents/guardians are responsible for sending food from home for breakfast and lunch. If for any reason a family is unable to do so, they should notify the classroom teacher immediately. Snacks are served mid-morning and mid-afternoon and are provided by the school. Snacks include a variety of healthy items such as fruit, cheese, crackers, and milk.

A monthly snack menu is sent home at the end of each month for the upcoming month to give parents the opportunity to send in an alternative snack for any given day if they wish.

**IMPORTANT:** Health Services staff should be notified, in writing, of any food allergies, sensitivities and special needs, as well as the symptoms, remedies and precautions to be taken. The Health Services Coordinator will write an Individualized Health Plan which will be stored in the Health Services office and every classroom in the school.

Some classrooms in Fraser School are nut-free. In these classrooms, families are expected to refrain from bringing any food item that contains any nuts into the classroom. If a child has a food that contains a nut or nut product, the food with the allergen will be discarded and an alternative will be served to the child. A meal fee will be added to the family's next monthly bill. Every classroom in the school also has designated "food allergy free" tables which are labeled with pictures of the foods that children in that classroom are sensitive or allergic to. Children with any food allergies, along with children who have allergen free meals, are seated at these tables.

Foods that should not be served to infants or toddlers and to watch when serving any child include: hot dogs, whole grapes, dried fruits, hard candy, nuts/seeds, pretzels, chips, popcorn, raw peas and carrots, marshmallows, or thick spreads on bread. For children under 18 months, NO peanut butter, chocolate, strawberries or honey should be served.

### Guidelines for meals and snacks:

1. Foods will be refrigerated and reheated in the microwave as necessary. All foods must only require heating for no more than two minutes. Frozen entrees require more than two minutes of heating and should not be sent. Food items that must be prepared, such as Easy Mac & Cheese or Ramen noodles, should not be sent.
2. If food items require reheating, they **MUST** be sent in a microwavable container. Containers will be sent home daily for washing.
3. Paper cups, bowls and utensils are provided by Fraser. Families may supply plastic "sippy cups" labeled with the child's full name. Cups will be sent home daily for washing. In our effort to be environmentally conscious, families are encouraged to provide cups for their children.

4. The school provides low fat 2% milk for snacks and lunch. Water is available and offered to children throughout the day. Children requiring specific beverages due to dietary needs should bring a day's supply in the original container or an insulated thermos. Containers must be labeled with the child's name and the date. Unused beverages will be discarded at the last serving and the container sent home to be washed.
5. Parents should not send soda pop for children's lunches.
6. Individual servings of food must be sent in daily. Jar/canned food, juices, and condensed formula will be discarded at the last serving or at the end of the day.
7. Children with special dietary needs need to bring foods and feeding supplies on a daily basis. Due to public health regulations food from home cannot be stored overnight and special feeding supplies cannot be washed at school.
8. If you wish to bring in a treat or a snack for the class, please check with your child's teacher first. Due to public health and licensing regulations, we cannot allow any homemade food items to be served to classmates. Any food brought into the classroom is required to be checked by the staff members for ingredients.

The foods that children eat affect their learning, behavior, growth and development. Hungry children have difficulty concentrating and tend to become restless and/or overactive. Fraser provides the following suggestions to help parents plan breakfast and noon meals which are very important.

- Breads and Cereals are good sources of B vitamins and iron. If they are whole grain, they contain fiber and trace minerals. (Whole grain products should be used at least half the time.) Precooked pancakes, waffles, French toast, corn bread, muffins, rice, bread pudding, pasta, pasta salads, and soups with rice or noodles are great items to send for school meals. They are filling and have relatively few calories.
- Parents should also include two or more servings of vegetables. Raw vegetables are best because they have more vitamins than cooked ones. For safety, carrots and celery should be sliced into thin strips. Veggie dip and humus are good choices to accompany veggies. Another way to get children to eat their vegetables is to cut them into tiny cubes and add to muffins, pasta dishes, or cream cheese. Peeled cucumber adds a nice crunch to sandwiches and grated carrot salad is great with pineapple and raisins.
- Two or more servings of fruit should also be included. Fresh fruit is better than juice because it has more nutrients and chewing aids jaw development and proper teeth alignment. For smaller children, grapes and strawberries should be sliced. Other ideas include fruit salads with yogurt, sliced bananas, mandarin oranges, baked apples or apple slices with cheese.
- Parents should include one or more servings of good quality meat or protein foods. Leftover meats can be used for sandwiches. Beans are a good source of protein and can be used in burritos and soups. Ground turkey can be used in place of hamburger. Yogurt, cheese, and ground nuts and seeds are also high in protein. Tofu is another option which is high in protein but has no fat. Tofu can be added to spaghetti sauce. For infants, it can be mashed with bananas or strained fruit.

## **Early Childhood Programs**

Fraser School employs highly qualified staff with varying degrees and licensures in early childhood education, early childhood special education, child psychology, child development associate and related fields. All children are under the direct supervision of a qualified staff member at all times.

Fraser School welcomes volunteers from school age students to grandparents. We appreciate the element of care and concern they offer while adding to the fun and pleasure of the classroom with their unique talents and abilities. All volunteers are at least 13 years of age, have attended an orientation (which covers all licensing regulations and ideas for interacting with our varied age groups of children) and completed a background check before volunteering in the school. They are never left alone with children and are supervised by classroom teachers in accordance with licensing regulations. Please welcome our volunteers wearing the blue identification badges.

## **Ratios**

As a quality childcare center, we strive to maintain student to staff ratios that are based upon criteria set forth by the National Association for the Education of Young Children. We strive to maintain at least:

3:1 ratio for infants

4:1 ratio for toddlers

6:1 and 8:1 ratio for preschool age (based on square footage of the classroom).

Fraser School is licensed by the Minnesota Department of Human Services and the Minnesota Department of Health & Human Services.

Fraser School services include:

- infant and toddler care
- preschool
- Ready 4K
- extended care
- subsidized child care
- special needs child care
- center-based respite care and waiver services
- Family Focused Program for children at risk
- parent education
- advocacy and support
- information and referral for services for children with special needs
- collaboration with other programs serving each child.
- speech/language, music, fine motor and gross motor activities are incorporated for all children.

## **Infant Care (for children 6 weeks to 16 months)**

Daily programming is child-directed and based on the changing needs and development of each infant. Each child's growth and development is enhanced by meeting his/her basic needs and through opportunities to grow emotionally, physically, cognitively, and socially. Children are nurtured through conversation, singing, cuddling, smiling and other positive activities. Group size is 17 children.

### Infant Schedule

The infant curriculum is centered on each child's interaction with the environment, including the people within the environment, care-giving within each child's routine, and play experiences with age appropriate toys and materials. Upon enrollment, parents/guardians are asked to share their child's daily routine with staff verbally and in writing. Each child's daily schedule is based on this routine.

Music therapists come to the infant area twice each week to provide experiences with music and movement. The gym (large motor area) is available daily for movement and exploration opportunities. Walks and outdoor experiences are provided, weather permitting. Meal/snack times provide an opportunity to promote learning, socialization and development of independent feeding skills. Diaper changing times are also times of learning and social development. Time for children to explore their environment independently, under adult supervision, is facilitated daily.

### Sleeping

To reduce the incidence of infant deaths related to Sudden Infant Death Syndrome (SIDS), infants are placed on their backs to sleep at all times. If parents request another sleep position, a note signed by a parent and the child's physician stating that this position is medically contraindicated must be provided.

## **Toddler Care (for children 16 to 33 months)**

Fraser School provides an early childhood program providing guided developmentally appropriate activities combined with nurturing child care. Families not needing child care but seeking a beginning early childhood program may choose to enroll their child from 9:00 to 11:30 A.M. for a minimum of two days per week. Group size is approximately 12 children.

### Sample Toddler Schedule

- |                   |   |
|-------------------|---|
| 7:00 to 9:00 a.m. | Extended day arrival. Breakfast is served until 8:00 (children arriving after 8:00 should have breakfast at home) age appropriate play activities and stories will be open for children.  |
| 9:00 to 9:45 a.m. | Classroom programs—as children arrive, they participate in open exploration and play. Teachers set up specific areas of learning (art, music, fine motor, gross motor, dramatic play, cognitive). Children are given the opportunity to explore, experiment and make choices. |

9:45 to 10:00 a.m.	Clean-up and diapering/toileting. (Diapering/toileting at other times also as needed.)
10:00 to 10:20 a.m.	Snack.
10:20 to 11:30 a.m.	Each classroom has scheduled times with the music therapist and also indoor/outdoor recess times. Age appropriate learning and readiness programs in the various curriculum areas of language arts and early literacy (basic cognitive skills of colors, numbers, sensory experiences, etc.)
11:30 to 12:00 p.m.	Lunch
12:00 to 12:30 p.m.	Diapering/toileting followed by recess.
12:30 to 3:00 p.m.	Napping (children waking before 3:00 use the toilet/have their diaper changed as needed and are provided with supervised opportunities for quiet play/activities.
3:00 to 6:00 p.m.	The afternoon extended day program includes snack time, diapering/toileting, recess, planned learning, and exploration activities as described above.

### **Preschool (for children 33 months to 6 years)**

The emphasis of the preschool program is based on developmental growth in the areas of socialization, language, motor development and early learning. Children are grouped according to age and participate in a variety of developmentally appropriate, stimulating and challenging activities. They are encouraged to learn by doing and experiencing. Group size is 12 to 16 children.

#### Sample Preschool Schedule

7:00 to 8:00 a.m.	Extended day arrival and breakfast. (Children arriving after 8:00 should have breakfast at home.)
8:00 to 9:00 a.m.	Age-appropriate play activities and stories.
9:00 to 9:45 a.m.	As children arrive, they participate in self-directed learning through play. Areas in the room are set up for exploring art, music, fine motor, gross motor, dramatic play and cognition. Children may move from one area to another as they choose.
9:45 to 9:50 a.m.	Clean up and diapering/toileting.
9:50 to 10:00 a.m.	Music (two days per week in the music room).
10:00 to 10:20 a.m.	Recess; indoors or outdoors.
10:20 to 10:40 a.m.	Group time; children are involved in a unit presentation revolving around science, language, early literacy, social studies, art, music, physical education and health.
10:40 to 11:15 a.m.	Snack / diapering / toileting.
11:15 to 11:30 a.m.	Art / sensory times.
11:30 to 12:00 p.m.	Clean up, story time and quiet activities.
12:00 to 12:45 p.m.	Lunch.
12:45 to 1:15 p.m.	Diapering and toileting followed by recess inside or out.
1:15 to 1:45 p.m.	Resting or napping.
1:45 to 3:00 p.m.	Children who do not nap move into planned afternoon activities

3:00 to 3:15 p.m.	Music therapy.
3:15 to 3:45 p.m.	Diapering / toileting and snack.
3:45 to 4:00 p.m.	Story time.
4:00 to 6:00 p.m.	Recess indoors or outdoors. Art, music, or stories; generally more relaxed quiet activities until all children depart.

### **Ready 4K (for children going to kindergarten the following fall)**

The emphasis of the inclusive Ready 4K program is on preparing children to be successful in a kindergarten setting. The program includes more pre-academic activities, more structured learning, and activities designed to increase a child’s attention span. The program is one hour longer in length than the Fraser preschool programs. Structured curriculum for language and literacy, mathematical thinking, and pro-social skills is implemented by teachers who hold education licenses.

#### Sample Inclusive Ready 4K schedule

9:00-9:30:	Welcome, Journals, Independent Play
9:15-9:30 (T/F):	Music Therapy
9:30-10:00:	Snack/Quiet reading and puzzles
10:00-10:15:	Hello Circle Time
10:15-10:45:	Teacher-Directed Small Groups
10:45-10:55:	Music and Movement
11:00-11:20:	Child Directed Learning Centers
11:20-11:45:	Recess
11:45-12:15:	Lunch
12:15-12:30:	Goodbye Circle Time

*Ready 4K classroom follows a traditional preschool schedule in the afternoons.*

### **Extended Care Services (7:00-9:00 A.M. and 3:30–6:00 P.M.):**

The extended care program provides child care for children outside their designated program time. Services include time for breakfast and lunch, nap\*, and structured activities. (Lunches are provided by parents—see Meals and Snacks.) Rooms are opened and closed based on numbers at any given hour. Therefore, children who are in extended care rooms may transition to different rooms throughout the extended care hours. As numbers grow in the morning, additional rooms are opened and children are shifted according to their schedules and main room assignments. After 3:30, as numbers decrease, children are shifted and rooms are shut down. If a room combines with another room, notices will be posted on the doors.

- Nap—Children who need a nap, through mutual agreement between parents and staff, will be placed on cots in a room away from other activities. They will be given the opportunity to nap from 30 minutes to 2 hours (special arrangements will be made for children who consistently need more than 2 hours of sleep.) They will be monitored at all times by staff. Parents are encouraged to send a blanket for the child which will be kept at school and sent home weekly for washing.

## Developmental Goals and Services

Using classroom observation, portfolio materials, and age appropriate developmental checklists, each child's progress is monitored in the following areas three times per year in the fall, winter and spring.

### Infant and Toddler:

- Social and emotional
- Communication and language
- Cognitive and physical development

### Preschool:

- Personal and social
- Language and literacy
- Mathematical thinking
- Social Studies
- The arts
- Physical development and Health

Activities designed to develop each area are incorporated into weekly theme-based lesson plans and posted in each classroom. Monthly classroom newsletters with classroom updates, upcoming themes, and celebrations are also distributed.

## Additional Curriculum

### Field Trips and Classroom Walks

Field trips are fun and educational. Fraser School field trips are typically related to the classroom program and designed to enhance children's learning experiences. Due to the length of our program time and the cost of transportation, our field trips are located within walking distance and include places such as the greenhouse, bowling alley, fire station, pet store, car wash, and auto shop. **A Field Trip Permission Slip must be signed by parents or guardians prior to the scheduled field trip in order for the child to participate.** Children who do not attend a field trip will be provided in-center services while their classroom is out.

When weather permits, classrooms go on neighborhood walks. Parents and guardians, who may have concerns about a child's participation, should communicate this in writing to the teacher.

### Pets and Visiting Animals

Classrooms may have a pet as part of the learning environment. Children have the freedom to observe the animals, which are enclosed in cages, throughout the day but only have direct contact under the supervision of the teacher. Caring for and cleaning pets is the responsibility of the teacher.

Periodically, people also bring in pets to visit a classroom. They are the responsibility of their owner and are introduced to the children under careful supervision. Animals are required to be contained by a muzzle, leash, cage or aquarium. Before bringing a pet into Fraser School, the teacher must be contacted. There is a chance that we cannot allow a pet to visit due to severe allergies in children or other concerns.

### Philosophy of Holiday Celebrations

As a nonsectarian, private organization, Fraser does not promote or endorse any single religion. Any reference to religion is presented in the context of education regarding diversity. We maintain that as a private school we are permitted to determine the content of our curriculum. This curriculum has in the past contained some religious content and may continue to in the future.

Fraser values the inclusion of all individuals. We welcome and celebrate diversity of children and families in terms of their cultures, life experiences, abilities and backgrounds. We believe that all individuals can learn new things from each other. Holiday celebrations are used as a teaching tool for children. We enjoy helping children learn about a variety of cultures and celebrations that take place throughout the world. Families are encouraged and welcomed to come in and share their own traditions and experiences with classrooms.

### **Behavior Guidance**

Fraser School staff members are trained to use positive language and action with children. If children are displaying challenging behaviors, staff will attempt to re-direct them towards positive behaviors. Time-outs are not used.

However, if at any time, a child is displaying aggressive behavior that has the potential to hurt other children or staff members, the child may be restrained. If the dangerous behavior continues as a pattern, a team of Fraser School staff members will meet to problem-solve solutions to address the behavior. This may include the development of an Individualized Behavior Plan written by the special education coordinator. Prior to an Individualized Behavior Plan being utilized by Fraser School, staff will meet with the parents/guardians of the child and share the plan with them.

Parents may be asked to come and remove their child from Fraser School for the remainder of the day if the child's behavior is continuously dangerous to others.

Continued dangerous and aggressive behavior will result in a team meeting with parents and staff to determine the appropriateness of the child's placement in Fraser School and to look at other options for the child, if necessary.

**AT NO TIME** is any staff member, volunteer or student-in-training to:

- Subject a child to corporal punishment such as hitting, pinching, shaking, shoving, etc.
- Subject a child to emotional abuse (i.e., name calling, threatening, humiliating, etc.)
- Separate the child from a group, except in accordance with an approved program plan.
- Punish for lack of toileting control.
- Punish by withholding food, clothing, etc.
- Physically or mechanically restrain a child or those around him/her or in an emergency situation in which others are at danger of being harmed.

### **Communication between adults and children**

Preschool-age children are continually developing their language and cognition skills through their daily experiences and interactions. Negative phrases (“no” and “don’t”) can be confusing to them. Instead, the use of positive phrases is a better way to communicate with children because they provide specific acceptable actions for children to take. The following is a list of positive action phrases commonly used at Fraser School.

#### **Positive**

Walking feet  
Adults/teachers open doors and gates  
Inside voices  
Gentle hands or use your words  
Listening ears  
Feet stay on the floor  
All done  
Wheels/bikes on the shiny floor

#### **Negative**

No running  
Don’t open the door  
No yelling  
No hitting  
No talking  
No climbing  
No / Stop  
No riding on the carpet

It is helpful to have parents use these phrases at home for reinforcement and consistency.

### **Communication between home and school**

Communication is a vital link between home and school. Consistent communication with staff is important in order to provide the most effective program for a child.

1. Each classroom has an assigned voicemail extension and email address. A classroom teacher checks these at least once per day on their prep time or during a break. Please feel free to leave a non-urgent message for your child’s teacher and he/she will respond as soon as possible. If the message is urgent, please call the main office (612-861-1688) and someone will help get the message to the teacher right away.
2. Please inform the staff of any changes that might affect your child, including hospitalization, medical status, tube feedings, medication, moving, new baby, vacations, changes in family structure, etc. Please remember, however, that some changes (such as address changes or emergency contact information) need to be noted on a form and changed in your child’s file.

3. It is imperative for parents/guardians to provide current emergency contacts, authorized individuals to pick up a child, and address and telephone numbers. If your child gets sick or needs to be picked up immediately and we cannot reach you, we will call the emergency contacts listed. To add people to pick up lists and emergency contact lists and/or to update phone numbers or addresses, Client Change of Information forms must be completed and signed. These forms are available in the front office.
4. We want to hear from you and encourage you to call to talk with the teachers, coordinators, assistant director, or director regarding questions or concerns you may have about your child or programs.
5. Parents/guardians are always welcome to stop and briefly discuss the child's day with classroom staff. However, please understand that staff are constantly supervising children in their care, and would be happy to schedule a time for more in-depth conversations at a time when they can devote their full attention to you.
6. Approximately twice each year, a formal conference is held with staff and parents or guardians to discuss each child's progress on the developmental checklists and end of year portfolios. An additional conference may be requested by a family or Fraser staff at any time. Parents or guardians may also choose to have Fraser staff attend their child's public school team meetings. Please notify your child's teacher if this is desired.
7. Families of enrolled children are invited to visit at any time. However, we ask that you sign in at the front office before taking any visitors around the building.
8. Each classroom has a bulletin board for posting weekly lesson plans and other important information.
9. Each month, a written outline of activities for your child's class and a school newsletter will be sent home. These contain important information for you regarding school and staff news and events available within the community.
10. Daily information sheets are completed for all infants and toddlers to record eating and toileting information. Families of children in preschool and not yet toilet trained may receive a daily information sheet to indicate bathroom procedure time. Please discuss documentation needs with your child's teacher.

### **Other Fraser Services**

#### Fraser Rehabilitation (Therapy) Services – (612) 728-5331

Services include occupational, physical, speech and language and music therapy. These services are delivered within Fraser School or Fraser Child & Family Center for students enrolled or on as outpatient services.

#### Fraser Residential Services – (612) 861-1688

Housing options for adults and children with special needs.

#### Fraser Child & Family Center – (612) 331-9413

Services include the Exceptional Children with Communication and Interaction Disorders program which provides outpatient occupational, speech/language, and play therapies, as well as a day treatment program for children diagnosed with autism spectrum disorder. The Child and

Family Mental Health program provides day treatment and outpatient therapy services for children with emotional and behavioral disorders. Outpatient diagnostic evaluations are provided and neuropsychological services are available.

Fraser Home & Community Support Services – (612) 767-5170

Personal Care Assistant services provide one-to-one care for persons (up to 21 years of age) who have developmental disabilities. These services can be provided in the home or community.

*Information about all Fraser services can be found at [www.fraser.org](http://www.fraser.org)*

**Contact Information**

<b>Classroom</b>	<b>Voicemail Number</b>	<b>Email Address</b>
Ducklings	612-798-8361	ducklings@fraser.org
Bees	612-798-8370	bees@fraser.org
Bears	612-798-8366	bears@fraser.org
Cats	612-798-8374	cats@fraser.org
Frogs	612-798-8334	frogs@fraser.org
Dinosaurs	612-798-8362	dinosaurs@fraser.org
Hummingbirds	612-798-8373	hummingbirds@fraser.org
Fireflies	612-798-8365	fireflies@fraser.org
Iguanas	612-798-8368	iguanas@fraser.org
Elephants	612-798-8311	elephants@fraser.org
Ladybugs	612-798-8371	ladybugs@fraser.org
Monkeys	612-798-8364	monkeys@fraser.org
Platypuses	612-798-8347	platypuses@fraser.org
Butterflies	612-798-8367	butterflies@fraser.org
Chameleons	612-798-8360	chameleons@fraser.org

Billing – accounts receivable coordinator	612-798-8305
Main office	612-861-1688
Main office fax	612-861-6050
Health Services	612-798-8325
Extra Hours requests	612-798-8332
Intake/Billing Coordinator	612-798-8324
Family Focused Program	612-798-8351
Volunteer Coordinator	612-253-1102
Education Coordinator	612-798-8358
Early Childhood Special Ed Coordinator	612-798-8314
Director of Rehabilitation Services	612-798-8329
Rehabilitation Fax	612-861-1533
Fraser School Assistant Director	612-798-8320
Fraser School Director	612-798-8319





# School Parent Handbook

**Section 2**  
**Health Information**



## Health Services

Fraser's Health Services team works to maintain a healthy and safe environment for all children and staff. Fraser is not certified or licensed to have Health Services staff provide direct patient care, diagnose medical conditions, or examine children for home acquired illnesses/injuries. Families of children who become ill or injured outside of school hours need to contact their own medical provider for medical advice.

Fraser School operates under guidelines established by Minnesota Department of Human Services, Hennepin County Community Health, and Bloomington Division of Health. Fraser School has policies on Hepatitis B, C, Cytomegalovirus (CMV) and HIV infection.

Parents need to inform the school's Health Services staff of changes in a child's health, medications, surgeries, hospitalizations, communicable diseases, etc. as soon as possible. Any changes in a child's emergency medical plan must be discussed with Health Services personnel and classroom staff. The Exclusion Guidelines provided in this handbook should be followed to limit illness from entering the building and exposing others.

## Health Forms

To complete enrollment, the following must be completed and returned seven working days prior to the first day of attendance: (a) Health Summary completed by parent, (b) Immunization Record, and (c) Physician Health Form, completed by the child's physician or health care source.

It is the parent or guardian's responsibility to keep the child's health forms up to date when there is a change in health status (i.e., hospitalization, illness, new allergy, new immunization, etc.). For children already enrolled in the school, parents must submit an updated report of physical examination signed by the child's source of medical care at least annually for children under 24 months of age. If the child is 24 months or older, then the parents must provide an updated physical examination signed by the child's source of medical care whenever the child advances to the next older classroom (e.g. toddler to preschool). Reminder letters will be sent out approximately 30 days prior to due date. The due date is based on the child's birthday. **Failure to complete proper information may result in a child's inability to attend until all forms are completed.** All health forms are available at the Health Services office.

## Medication Administration

Medication is administered, if required, during program hours in the following instances:

Short-Term Prescription Medication (e.g. antibiotics) – Medication must be in the original pharmacy container with a readable label that states the child's name, type of medication, amount to be administered, length of treatment, and physician's name. The medication must be

accompanied by the completed Medication Administration Request form signed by the parent. Medication will not be administered if these criteria are not met.

The pharmacy label is considered the doctor's order/signature. A new doctor's order/label is needed if there is a change in the dosage, time or amount. Parents should ask the pharmacy to divide the medication into two containers, one for home and one for school. This reduces the risk of forgetting to bring medications back and forth and reduces risk of missed doses.

Long-Term Prescription Medication (e.g. seizure medications, Ritalin, etc.) - The medication must be in the original pharmacy container, with a readable label that states the child's name, type of medication, amount to be administered, length of treatment, and the physician's name. If a medication needs to be divided to provide proper dosage, it needs to be cut by parent or pharmacy prior to administration at school. The medication must be accompanied by the completed Medication Administration Request form signed by the parent. Medication will not be administered if these criteria are not met.

These medications are renewed when the doctor's order has expired, or when there is a change in the prescription, which would require new forms from the parent and physician. Parents are responsible for tracking the need for refills and sending medications to school.

Nonprescription Medications (Over-the-Counter)—These may be administered if the parent completes and signs the Medication Administration Request form. Nonprescription medication can be administered for ten (10) days only, at which time a doctor's order is necessary to continue. If the label on the non-prescription medication states "consult physician for dosage under the age of the child," a physician's order is required. Parent/guardians are responsible for securing this written order and giving it to Health Services staff or the doctor may fax the order to Fraser School at (612) 861-6050.

Parents must supply the requested medication in the original container with the child's full name written on it. No expired medications will be administered and will be sent home for disposal. Any medication received without physician/parent signature or appropriately labeled containers will be returned to the parent. Health Services asks parents to bring in medication only if it is to be given that day. Parents are responsible for providing/transporting medication to any other sites (i.e. school, child care, and respite care). Fraser School staff members are only responsible for medications that are to be given on site. ***Parents are required to take home any medications that are not currently being used.***

## **Injuries and Poisoning**

Fraser strives to provide a caring and safe environment. Regular inspections and license inspections are conducted to maintain safe and hazard-free conditions.

With all the possible precautions taken, an injury may still occur. In the event of an injury received at school, parents will be contacted immediately if the injury is serious (any injury to the head, severe cuts that cause moderate to severe bleeding, or suspected sprain or fracture). Minor injuries and illnesses will be treated with established First Aid procedures and

communicated to parent or guardian at time of pick up. All poison situations must be reported to the Poison Control Center which will advise what treatment is indicated. In instances where a severe or a life-threatening emergency occurs, 911 will be called.

The law requires Fraser to monitor the safety and health of every child at Fraser School. Parents must notify Fraser of any major incidents that may have resulted in injury to the child outside of Fraser.

## **Illness and Disease**

The State Health Department has minimal standards regarding exclusion of sick children and criteria regarding return to school. Each child care center has the prerogative to upgrade standards to protect all children from communicable diseases.

Certain symptoms in children may suggest the presence of communicable disease. Children who have symptoms should be excluded from the child care setting until:

1. a physician has certified that the symptoms are not associated with an infectious agent, or they are no longer a threat to the health of other children at the center;
2. symptoms have subsided.

If children become ill while at school, Fraser will contact parents or guardians immediately. Fraser is not licensed for sick-child care and **parents or another emergency contact must pick up the child within one hour of notification that the child is ill.** If the parent/guardian or other authorized contact fails to pick up the child within one hour, the late pick-up policy in section 1, page 5 of this handbook will be implemented.

**Parents may be requested to submit a doctor's note to Health Services staff.** Parents will receive notice if anyone in direct contact with their child has been diagnosed with a communicable disease. Some communicable diseases have specific exclusion requirements. Parents will be notified of the criteria, as it is relevant.

### **Children must be excluded if any of the following symptoms are present:**

(Guidelines based on recommendations from the Hennepin County, Minnesota and Bloomington Departments of Health and the Minnesota Department of Human Services.)

#### **FEVER**

Axillary (armpit) temperature: **100** degrees F or higher. Oral temperature (taken by ear thermometer): **101** degrees or higher; especially if accompanied by other symptoms such as vomiting, sore throat, diarrhea, headache and stiff neck, or undiagnosed rash.

**Child must be at normal temperature without medication for 24 hours before being able to return to the early childhood setting.**

**RESPIRATORY** Difficult or rapid breathing or severe coughing; child makes high-pitched croup or whooping sound after coughs; child unable to lie comfortably due to continuous cough.

**Child must be assessed by a physician and condition determined not to be associated with an infectious agent or until it is acceptable to return to the early childhood setting based on diagnosis and treatment.**

**DIARRHEA** Three (3) abnormally loose stools within 4 hours whether the occurrence is at school or home.

**Child must be free of diarrhea for 24 hours before returning to the early childhood setting.**

**VOMITING** Two episodes of vomiting during the day.

**Child must be free of vomiting for 24 hours before returning to the early childhood setting.**

**EYE/NOSE DRAINAGE** Thick mucus or pus draining from the eye or nose.

**Child must be assessed by a physician or other health provider. The condition must be determined not to be associated with an infectious agent or, if the condition is infectious, until 24 hours after treatment started before returning to the early childhood setting.**

**SORE THROAT** Sore throat, especially when fever or swollen glands in the neck are present.

**Child must be assessed by a physician or other health provider. The condition must be determined not to be associated with an infectious agent or, if the condition is infectious, until 24 hours after treatment started before returning to the early childhood setting.**

**SKIN PROBLEMS** Rashes and/or fungal infections, undiagnosed or contagious; infected sores with crusty yellow or green drainage which cannot be covered by clothing or bandage.

**Child must be assessed by a physician or other health provider. The condition must be determined not to be associated with an infectious agent or, if the condition is infectious, until 24 hours after treatment started before returning to the early childhood setting.**

**ITCHING**

Persistent itching (or scratching) of body or scalp.

**Child must be assessed by a physician or other health provider. The condition must be determined not to be associated with an infectious agent or, based on the diagnosis and treatment, until the health provider deems it acceptable to return to the early childhood setting.**

**APPEARANCE/  
BEHAVIOR**

Looks or acts differently—unusually tired, pale, lacking appetite, confused, irritable, difficult to awaken, or not able to keep up with daily activities, requiring more attention from staff than feasible.

**Child must be free of other symptoms and be able to participate in daily activities in order to return to the early childhood setting.**

**UNUSUAL  
COLOR**

Eyes or skin—yellow (jaundice)  
Stool—gray or white  
Urine—dark, tea colored  
These symptoms can be found in hepatitis.

**Child must be assessed by a physician or other health provider. The condition must be determined not to be associated with an infectious agent or, based on the diagnosis and treatment, until the health provider deems it acceptable to return to the early childhood setting.**

**Specific Disease Exclusion Guidelines**

See individual fact sheets for more information on the diseases listed below. Some communicable diseases have specific exclusion requirements. Parents will be notified to the criteria, as it is relevant.

Campylobacteriosis	Until diarrhea has stopped.
Chickenpox	Until all the blisters have dried into scabs; usually about six (6) days after rash onset.
Conjunctivitis (Pinkeye)	Bacterial (with pus): until 24 hours after treatment begins. Viral (without pus): no exclusion necessary.
Cytomegalovirus (CMV)	No exclusion necessary.

Diarrhea	Until diarrhea has stopped. For some infections, the person must also be treated (infectious) with antibiotics before returning to child care (see campylobacteriosis, E. Coli 9157:H7, enteroviruses, giardiasis, rotavirus, salmonellosis, and shigellosis).
Enteroviruses	For children with diarrhea, until diarrhea has stopped. NO exclusion for mild, (non-polio) cold-like symptoms, unless child is unable to participate in normal daily activities.
E.Coli 0157:H7	Until two (2) stool cultures, obtained at least one day apart, have tested negative.
Fifth Disease	No exclusion necessary.
Giardiasis	For those with diarrhea; until 24 hours after treatment has been started and diarrhea has stopped. No exclusion necessary for children who show Giardia in their stools but who do not have symptoms.
Haemophilus Influenza	Until child has been treated and is well enough to participate in normal activities. Disease (Hib) Rifampin should be given to child before discharge from the hospital to assure that Hib has been eliminated.
Hand, Foot, Mouth Disease	Until fever is gone and child is well enough to participate in normal daily activities (sores may still be present).
Hepatitis A	Consult with your local or state health department. Each situation must be evaluated to determine whether the person with hepatitis A is still infectious and poses a risk to others.
Hepatitis B	No exclusion necessary unless child exhibits unusually aggressive biting behavior, has open sores that cannot be covered, or there are unexpected bleeding conditions.
Impetigo	Until child has been treated with antibiotics for at least a full 24 hours.
Lice (Head)	Until after first treatment and no live lice are seen on child's head.

Lyme Disease	No exclusion necessary.
Measles	Until six (6) days after the rash appears.
Meningococcal Disease	Until child has been treated and is well enough to participate in normal activities. Rifampin should be given to child before discharge from the hospital to assure that the bacteria have been eliminated.
Mononucleosis (Infectious)	Until the child is well enough to return to normal activities.
Mumps	Until nine (9) days after swelling begins.
Oral Herpes	Exclude children who do not have control of oral secretion, as long as active cold sores are present inside the mouth (gingivostomatitis).
Pertussis (Whooping Cough)	Until five (5) days after antibiotic treatment begins.
Pinworms	Until 24 hours after treatment has been started.
Respiratory Infections (Viral)	Until child is without fever for 24 hours and is well enough to participate in normal activities. No exclusion for other mild respiratory infections without fever as long as child can participate comfortably.
Reye Syndrome	Until child is well enough to participate in normal activities.
Ringworm	Until 24 hours after treatment has been started.
Roseola	Until child is without fever for 24 hours.
Rotavirus	Until diarrhea has stopped.
Rubella (German Measles)	Until six days after rash appears.
Salmonellosis	Until diarrhea has stopped. No exclusion for children who show Salmonella in their stools, but who do not have symptoms.

Shingles	If sores can be covered by clothing or a bandage, no exclusion is needed. If sores cannot be covered, exclude until the sores have crusted.
Streptococcal Sore Throat/Scarlet Fever	Until at least 24 hours after treatment begins and child is without fever for 24 hours.
Tuberculosis	A person with a positive Mantoux test, but without symptoms should not be excluded, but should see a physician as soon as possible for further evaluation.
Yeast Infection	No exclusion necessary. (Thrush)

### Other Infectious Diseases

Parents should consult local or state health departments or the child’s physician or other health provider regarding exclusion guidelines for other infections not described in this manual. Special exclusion guidelines may be recommended in the event of an outbreak of an infectious disease in a child care setting.

### Inadequately Immunized Children

If a case of measles, mumps, rubella, pertussis, polio, or diphtheria occurs in the child care setting, children who are inadequately immunized will be excluded for the incubation period of the disease. This exclusion is necessary because these children may become infected and contribute to spreading the disease. Exclusion does apply to children who have not been immunized for conscientiously held beliefs or medical contraindications.

For more information, parents or physicians may call: Bloomington Public Health Division, (952) 948-8900.

### **Reporting Policy—Maltreatment of Minors**

All Fraser School staff members are mandated reporters. This means that if they see or hear something that they are uncomfortable with, or makes them fear for a child’s safety and well being, they are mandated by law to report it immediately to child protection.

If an injury or major emotional distress is observed in a child, documentation is completed, including a parent response. If appropriate, the incident(s) will be reported to proper authorities.

Minnesota Statute 626.556 Reporting of Maltreatment of Minors Act (2008) requires all people who work in a child care setting to report suspected physical or sexual abuse or neglect by agency staff, volunteers, and interns. All individuals who work in a school or child care setting are to report any suspected abuse and neglect by parents, guardians, or other care givers.

- The staff person who witnessed the maltreatment must make the report.
- The report must be made by telephone to the Child Maltreatment Intake Unit within 24 hours.

Child neglect differs from child abuse, though the results may be similar. Both can lead to physical injury, emotional harm and even death. Neglect is what a parent or caretaker does not do, rather than what he or she does. The following conditions of neglect must be reported:

- Inadequate food, clothing, shelter, or medical care
- Abandonment or inadequate supervision
- Exposure to threatening or endangering conditions, a physical injury resulting from uncorrected hazardous conditions
- Educational neglect
- Prenatal exposure to certain controlled substances
- Failure to provide for a child's special needs
- Exposure to or involvement in criminal activities

Physical abuse means:

- Any physical, mental or threatened injury, inflicted by a person responsible for the child's care, on a child other than by accidental means, or
- Any physical or mental injury that cannot reasonably be explained, or
- Any aversive or deprivation procedures, or regulated interventions, that have not been authorized under the law for use in facilities serving persons with mental retardation or related conditions.

Sexual abuse means the subjection of a child to sexual contact by a person responsible for the child's care, a person with a significant relationship to the child, or a person in a position of authority. Sexual contact includes fondling, touching intimate parts, and sexual intercourse. Sexual abuse also includes the use of a child in prostitution or in the production of sexually explicit works, or knowingly allowing a child to engage in these activities. Sexual abuse also includes threatened sexual abuse.

- If you know or suspect that a child is in immediate danger, call 911.
- Reports concerning suspected abuse or neglect of children occurring in a licensed facility should be made to the Department of Human Services, Licensing Division's Maltreatment Intake line, at (651) 297-4123.
- Reports regarding incidents of suspected abuse or neglect of children occurring within a family or in the community should be made to the local county social services agency at (612) 348-3552 (Hennepin County Child Protection), or local law enforcement at (612) 861-9800 (Richfield Police Department).
- If your report does not involve possible abuse or neglect, but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the Department of Human Services Licensing Division, at (651) 296-3971.

## **SIDS/Shaken Baby Syndrome**

All Fraser infant staff receive training regarding the prevention of SIDS (Sudden Infant Death Syndrome) and the dangers of Shaken Baby syndrome. This training is mandated by the State of Minnesota's Department of Human Services.

### **Emergency response procedures:**

Fraser and Fraser School have a crisis plan that includes written procedures for response to an emergency situation. Fraser School is mandated to practice fire drills one time per month throughout the year and severe weather drills one time per month during the severe weather season. If you have any questions regarding Fraser School emergency responses, please contact the Health Services office.



# School Parent Handbook

<p><b>Section 3</b> <b>Billing and Legal Information</b></p>
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## Private Pay Billing Information

Private fees are billed for all scheduled days and hours regardless of actual attendance. The following guidelines apply:

- Families are not billed for planned holidays when program services are closed.
- Families **are** billed for days that a child is ill and for family vacations. (Arrangements can be made for prolonged illness or hospitalization through the director or assistant director.)
- If the program must close due to weather or other unforeseen circumstances, fees are not reimbursable to families.
- Families may request hours in addition to a child's regular schedule. Additional hours must be pre-approved and are based upon availability. A two working day advance notice is required for extra hours. A separate hourly rate is charged for these hours.
- Families are expected to provide a two-week notice for a permanent schedule change. There is a fee charged per change.
- Staffing is based on the number of children in each group. This makes it important that children are dropped off and picked up according to their scheduled time. Parents will be billed for early drop off or late pick up. **SEE EARLY DROP OFF / LATE PICK UP POLICY ON PAGE \_\_\_ OF SECTION I.**
- Families who choose to take the summer months off and who want to guarantee their child's enrollment/placement for the following school year are required to pay a fee to hold the slot.
- Families with multiple children in the program receive a 10% discount off of the lesser of all regular tuitions. This discount is reflected in the detailed tuition account sent to parents at enrollment time. This discount does not apply to additional hours requested.

## Paying fees

1. Families receive a detailed account (with the fee due each month indicated) at the beginning of each enrolled year. Monthly invoices and payment envelopes are sent out the 15th of each month with payment **due the 1st<sup>th</sup> of the following month**. For example, September tuition is sent out August 15 and is due by September 1st.
2. Families that receive subsidized child care and respite care (with current service agreements and authorizations) are billed for fees each month after the service has been provided. In addition, families that schedule additional program and extended days are billed each month after the service is provided. Late pick-up fees incurred at the end of the month may be billed the second month following the occurrence.
3. Payments may be dropped off at the front desk or mailed. You may also set up auto payments on your credit card. (Please **do not** send payments via child lunch boxes or give them to classroom staff.)
4. Accounts not paid by the first day of the month are past due and charged a \$25 late fee. A 1.5% interest per month (18% annual) will also be accrued. If you are unable to pay on time, please call the accounting department at (612) 798-8305 to arrange a payment schedule. Failure to pay your account in full, or set up a payment plan by the 28<sup>th</sup> of the month will result in discontinuation of Fraser services and your account being sent to a collections agency.
5. Fraser has limited scholarship funding to support specialized services. Questions regarding scholarship funding can be addressed to the director.

## **Respite Billing and Utilization Information**

Respite services are billed based on a child's scheduled hours of service. Any scheduled hours of service not canceled at least 48 hours in advance will be billed to the county and the parent will be billed for any co-pay applicable. If a child does cancel scheduled hours, they may utilize service in a different time slot if space and staffing permits.

A 60% attendance rate is required. If a child's attendance falls below this the following procedures are taken.

1. A notice will be sent home to parents.
2. If the pattern continues, a warning notice will be sent to the parents and the parents will be called. The county will be notified of the attendance problems.
3. Continued absences will result in discontinued services and discharge from Fraser School. The county will be notified.
4. If a child ever misses 15 consecutive days, they will be automatically discharged from Fraser School and the county will be notified.

## **Data Privacy**

The Minnesota Data Practices Act (Minnesota Statutes, Chapter 13) relates to the collection, security, and dissemination of data on individuals by the state and its political subdivisions (of which Fraser is included). Data on individuals includes all records, files and processes which contain any data in which an individual is or can be identified, and is intended to be kept on a permanent or temporary basis. It includes information that is collected, stored and disseminated by manual, mechanical, electronic or other means. This Act gives you the right to be informed about the information maintained by Fraser. Any person who willfully violates the provisions of this act is guilty of a misdemeanor.

Three categories of records are maintained at Fraser: 1) Employee Personnel Records classified as private, 2) Client Records generally classified as private - in some instances, client medical records may be classified as confidential, and 3) Social Service Statements for parents and children classified as private.

No private or confidential data on individuals, or summary of same, shall be used or disseminated outside of Fraser unless information is requested in writing and has the approval of the individual (family/legal guardian) and the responsible authority of an administrative staff member.

## **Your Right to See**

When you are asked by Fraser to give information about yourself:

1. you will be told the purpose and use of the information;
2. you will be told if the data is required, or if you may choose not to provide it;
3. you will be told the consequences of giving or not giving information;
4. you will be told what other persons or agencies will use the information.

The Data Practices Act gives you the right to see any information about you that is not confidential and to have its meaning explained to you. You may request the following:

1. to see any information about you that is public or private;
2. an explanation about the information on you;
3. copies of papers in your file (Fraser will furnish copies within five working days or explain why additional time is needed. You may be required to pay copying costs.)

### **Your Right to Control Disclosure**

Any information classified as private may be shown to persons outside Fraser who collected it. If you were not fully informed about who has access to your information (see “Your Right To See”) then your written permission is required before that information may be shared. Such permission will:

1. be expressed in plain language;
2. be dated;
3. say exactly who is authorized to give out the information;
4. say exactly what information can be given;
5. say how the information will be used, now or later; and
6. say when permission to give out information ends.

Fraser will notify parents, in writing, before their child or their child’s records may be used in a research study, case study or a public relations activity specific to that child.

### **Information Release**

1. No information on a child can be released without parent’s written consent. Only the information requested on the signed release form shall be released.
2. Information that has become part of a child’s file from other agencies (medical, psychological or educational) cannot be released by Fraser. This information must be obtained from the source agency.
3. As a center which provides on-site training for students from accredited educational and medical programs, it may be necessary at times for training students to access a child’s file and to have contact with parents. No access to files or parent contacts will be made without written parent/guardian’s consent.
4. Parents of children receiving health services will receive a copy of Fraser’s Notice of Privacy Practices and be asked to sign a consent/release form.

### **Your Right to Challenge**

Please notify Fraser in writing if you feel any information on file about you is not accurate, correct or complete. Within 30 days, Fraser will correct the information and attempt to notify anyone who has received the information in the past. Or, if Fraser thinks the data is correct, you will be notified and thereafter Fraser will attach your explanation when using the data you have challenged.

## **Picture Release**

Parents are asked to complete a “Picture Release Form” at enrollment and the beginning of each new school year. This release authorizes the use of the child’s picture in either in-school classroom activities or for marketing activities that are agency-related (such as promotion of Fraser programs for newspaper, brochure, Web or fundraising purposes). As noted on the form, parents/guardians may refuse permission. It is Fraser’s policy to notify parents of any use of their child’s picture and to request special written permission for use in publications not generated by the center.

## **Equal Opportunity Affirmative Action**

Fraser is committed to equal treatment of all clients, and fair and equal consideration of all prospective clients, without regard to race, religion, color, creed, gender, sexual orientation, age, national origin, disability or any other factor prohibited by law. Fraser complies with all federal, state and local government entities in connection with equal access regulations. Fraser has a written affirmative program in which it commits to administer all actions in compliance with such regulations.

## **Grievances/Appeals**

In the event that a client, parent or guardian, or local social service agency has a grievance, has been denied admission, is suspended, or discharged from Fraser, hereinafter designated as “center,” the right to appeal is as follows:

1. Within two weeks of notification of center’s failure to act upon a grievance, been denied admission, is suspended, or discharged, the participant, his parent/guardian, or local social service agency shall notify in writing, Fraser’s chief executive officer of the request for an appeal hearing and state the reason for the request.
2. The participant, his parent/guardian, or local service agency will be notified in writing of the place, date and time for the appeal hearing. It is their responsibility to notify any other interested party as to the place, date and time for the appeal.
3. Additional information concerning the participant of the center may be presented at the appeal hearing.
4. Within two weeks of the receipt of the written request for an appeal hearing, the executive director of the center will meet to review the situation and to hear any additional related information presented at the time.
5. After hearing the participant’s, parent/guardian’s, or local social service agency’s appeal, the information will be reviewed with the interested parties and a decision will be reached. Written notice of the decision will be sent to all parties within one week.
6. If the participant, his parent/guardian, or local social service agency wishes to appeal the decision of the CEO of Fraser, they may notify the president of the board of directors, in writing within one week of the request for an additional appeal. The request is to be addressed to Fraser, c/o chair, board of directors, 2400 West 64<sup>th</sup> Street, Richfield, MN 55423.

7. The board of directors will, within two weeks, appoint a committee of the board to review the participant's information and the CEO's decision.
8. The appointed committee shall have the option of reviewing the information and the decision in committee, or of taking it to the full board of directors.
9. The board of directors will notify the participant, his parent/guardian, or local social service agency of the date, place and time of the review. The information will be reviewed with interested parties and a decision will be reached within one week. The decision is final.
10. For Hennepin County Children and Family Services' paid participants: if the participant, his parent/guardian, or local social service agency wishes to further appeal the decision of the board of directors, an appeal for a Fair Hearing From County Social Services Department, or the Social Service Appeals Department of the Department of Public Welfare, State of Minnesota, may be arranged through the appropriate channels within Hennepin County.

### **About this Handbook**

This Fraser School Parent Handbook is presented to parents/representatives of children attending Fraser School and sets forth guidelines of Fraser's policies and practices. The purpose of this handbook is to serve as a reference to answer questions. This handbook is not a contract, express or implied.

The policies, rules, and standards contained in this handbook are not all-inclusive and no Fraser employee has the authority to enter into a service agreement or enrollment contract or make any promises or commitments contrary to the foregoing, except in a formal written contract of enrollment executed both by the director of Fraser School and the legal representative of the enrollee.

The information, practices and policies contained in this handbook are provided to help parents/guardians to become familiar with Fraser School. Fraser reserves the right to modify or discontinue without notice, any policy, practice or plan in an effort to be responsive to the needs of our company and changing business requirements. From time to time, updated information concerning changes to the handbook will be distributed. This updated information should be maintained along with the handbook.

**This handbook supersedes and replaces all previous Fraser School Parent Handbooks.**

**Parents/guardians should read this handbook carefully and contact the director, assistant director or intake/billing coordinator for clarification of any of its contents. The signature of the parents or guardians on the enrollment agreement verifies that they have read and understand the contents of this handbook.**



