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PHILOSOPHY STATEMENT

GSRP provides a developmentally-appropriate program in a safe and nurturing environment, which promotes social, emotional, physical, and cognitive growth. Our goals foster an inclusive, positive self-concept and develop socialization and school readiness skills. Various developmentally appropriate experiences are provided and tailored to the individual needs of each child. Long lasting partnerships between school, family, and the community are initiated, including referrals to support individual family needs.

Because learning is a life-long process for children and adults, and it is necessary to make continued improvements, the program and staff are evaluated on a regular basis using a high quality assessment. The results are used to guide the teaching team toward a higher quality experience for all children in the program.

INCLUSION POLICY

Meaningful inclusion is a child's active, purposeful participation in community and educational settings. It is defined by high expectations for all children as well as high-quality instruction and supports provided in typical settings with similar-age peers. To accomplish meaningful inclusive opportunities, families, educators, and providers must work collaboratively in addressing structural inequities and in affording all children an intentionally designed curriculum, as well as the provision of differentiated, developmentally appropriate instruction and support.

We believe that inclusion is our ethical responsibility. It is the only way in which infants and children will truly be able to experience a meaningful learning environment and a role in their community at large. We are committed to using relevant, current research and evidence-based practices to support these beliefs.

Staff are trained annually to learn more about inclusion through Peer-to-Peer Trainings. Comprehensive services such as speech, social work, occupational therapy, physical therapy, 31N, and 1755 are offered by interim staff through the Bay-Arenac ISD.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY

The National Association for the Education of Young Children (NAEYC) recommends an emphasis on the importance of early childhood programs creating a welcoming environment that respects diversity, supports children's ties to their families and community, and promotes both second language acquisition and preservation of children's home languages and cultural identities. Linguistic and cultural diversity is an asset, not a deficit, for young children. GSRP classrooms support NAEYC's recommendations by welcoming, accepting, and promoting understanding of cultural differences among children and families.

We strongly believe children and employees are entitled to equal opportunities and freedom from discrimination because of race, color, religion, age, sex, national origin, or handicap. The instructional curriculum is both multicultural and anti-bias. It complies with federal regulations concerning race, color,

religion, and national origin. Children and employees are entitled to work and play in an environment that is non-discriminatory in all aspects and free of any harassment that interferes with an individual's work/play performance or creates an intimidating hostile or offensive work/play atmosphere.

Children must not be denied enrollment or excluded from GSRP programming based on challenging behavior, developmental delays, or identified disabilities (e.g., toileting needs, speech, motor function, aggressive behaviors, and cognitive delays).

BACKGROUND CHECKS AND VOLUNTEER POLICY

All staff and any volunteers that will be working with students unsupervised are required to have a comprehensive background check with an eligible determination for the department on file at the center. This includes all staff, substitute teachers, aides, and volunteers that will be working with students without supervision of other staff. An unsupervised volunteer can be used to maintain the childcare staff member to child ratio as long as they meet the definition of a childcare staff member including completing all required professional development. An eligible determination will be kept on file with the local program, along with any other eligibility requirements as deemed necessary by the program. Individual programs will have this information outlined in their specific staff/volunteer screening policy.

Any person volunteering in the classroom supervised will receive a Public Sex Offender Registry (PSOR) clearance before being eligible to volunteer in the classroom. A copy of this clearance will be kept on file at the center. Any person registered on the PSOR is prohibited from having contact with students in the program's care. A supervised volunteer does not include times when parents accompany their child on a special activity such as a classroom party or field trip, when the parent is only with their child and has no responsibility for classroom activities.

All staff, volunteers, and parents are prohibited from smoking or vaping on program property or in the building. This also includes on field trips and in vehicles where children are present.

CURRICULUM

GSRP uses Creative Curriculum or High Scope as our curriculum model. It is research based and tied to children's developmental progress. Curriculum is our guide for planning and implementing a developmentally appropriate program. Its effectiveness in helping children acquire social competence and the skills they need to succeed as learners is well documented. Based on the curriculum model, we provide an active learning environment that promotes child initiated activities and choices. We believe that children learn best by "doing" and manipulating their environment. Our classrooms allow the children to pursue their personal interests, explore and manipulate many aspects of their environment, solve problems and interact positively with other children and adults. The daily schedule gives children a sense of control over the events of the day providing a consistent routine that enables children to anticipate what happens next.

DEVELOPMENTAL SCREENING

GSRP utilizes the Ages & Stages Questionnaire, Third Edition (ASQ-3) as a screening tool to pinpoint developmental progress. Each child is screened at the beginning of the year to gauge developmental status. If concerns are noted, teachers will refer children for further evaluation.

ONGOING CHILD ASSESSMENT

GSRP utilizes Creative Curriculum's child assessment tool known as Teaching Strategies GOLD (TS GOLD). TS GOLD is an observation-based instrument providing systematic assessment of young children's knowledge and abilities in all areas of development. TS GOLD observational notes are on-going. GSRP teachers complete TS GOLD summary assessments at three checkpoints per year for each child. This information is shared formally at family conferences and home visits. This information is shared formally with family conferences, home visits, and informally during drop-off and pick-up times as well as via phone calls or emails.

HOME VISITS & FAMILY CONFERENCES

Home visits are scheduled with every family at the child's home or mutually agreed upon location, after the child is enrolled, but before the child begins the classroom program. Home visits are 45 minutes in length. The purpose of home visits is to involve families in the children's education at school and to help them provide educational experiences for the children at home. Family conferences are scheduled two times per year and are 30 minutes in length. During home visits and family conferences, staff:

- Seek input from families about the program, its relationship to the child's development, and how they are supporting the child's development at home
- Partner with families in setting appropriate child development goals
- Assist families to implement child development strategies for home which fit into normal family routines

PARTNERSHIP

Children who are successful in school have many healthy interconnections between family, school, and community. Parent involvement in the learning process strengthens learning at home and is directly linked back to positive child outcomes at school. We encourage family involvement in your child's GSRP program. Your involvement can take many forms such as: acting as classroom volunteer, participating in a field trip, attending advisory meetings and family nights, or sharing a special interest/skill. Throughout our partnership, you are invited to confer with the teachers about your child's development and care at any time.

OPPORTUNITIES FOR DECISION-MAKING

GSRP supports parents as active decision makers by encouraging involvement in the Early Childhood Systems Collaborative Collaborative and Great Start Family Coalition, working with other committed parents to support early childhood practices in the community. (https://www.bayarenacgreatstart.org)

CHILD RECRUITMENT PLAN

GSRP follows the recruitment plan set forth by the State of Michigan and Bay-Arenac ISD. Participation of all GSRP subrecipients in a collaborative recruitment and enrollment process assures that each child is enrolled in the program most appropriate to his or her needs and to maximize the use of federal, state, and local funds.

REFERRAL POLICY TO MEET CHILD AND FAMILY NEEDS AND FOLLOW-UP PROCEDURES

GSRP staff work together with parents to write referrals for suspected or diagnosed disabilities or other developmental needs of the child including mental health needs. Staff members follow up by working with the Early Childhood Specialist, district, and parents to locate and access special education services or mental health support needed by the child.

CONFIDENTIALITY POLICY

Child and family information including data and student records used for GSRP are strictly confidential and will not be disclosed to third parties without prior written consent of parent(s) or guardian(s).

SCHOOL CALENDAR

Bangor North Preschool 2026-2027 Calendar
Monday-Thursday 8:25am-3:00pm

September 2026

Su	M	Tu	W	Th	F	S
	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- Home Visits
- Open House 4:00-6:00pm
- Labor Day / No School
- Transition Week 1/2 Days
- Homecoming Spirit Day!
- Parent Meeting 3:15pm

October 2026

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- Little Builders Play Yard Field Trip (Group 1) 10:30-11:30am
- Fall Picture Day
- Little Builders Play Yard Field Trip (Group 2) 10:30-11:30am
- Family Participation Group 3:15
- Halloween Party 10:00am
Halloween Parade 11:00am

November 2026

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- No School / Staff PD
- Special Person's Day 10:00-11:30am
- No School / Fall Break
- Family Conferences Begin

December 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Picture Retake Day
- Family Conferences
- No School / Conferences
- Dental Bus
- Holiday Family Night 6:00-7:00pm
- No School / Winter Break

January 2027

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- No School
- Saginaw Children's Museum Field Trip 10am-12pm

February 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- Family Participation Group Art Show at 11:00am
- Sweetheart Tea 10:00-11:00am
- No School / Staff PD
- Kindergarten Parent Meeting 3:15pm

March 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- Alphabet Countdown Begins
- Reading Month Spirit Week
- 100th Day of Preschool
- No School / Spring Break

April 2027

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- No School / Spring Break
- Family Participation Group (Virtual Zoom) 5:00-6:00pm
- Showtime Gymnastics Field Trip (Group 1) 10:00-11:00am
- Showtime Gymnastics Field Trip (Group 2) 10:00-11:00am
- Family Conferences
- No School / Conferences

May 2027

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- No School / Conferences
- Family Conferences
- Field Day 9:30-11:30am
- Play at the Park 10am-12pm
- Preschool Graduations

All dates and times are subject to change.

These materials were funded in whole or in part under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.

DAILY CLASSROOM ROUTINE

A consistent daily routine is implemented to promote balanced participatory learning through all portions of the day. Required parts of the GSRP classroom schedule are described below:

- **LARGE GROUP**
  All adults and children participate together in activities that might include fingerplays, songs, musical instruments, read alouds, games, and other cooperative activities.
- **SMALL GROUP**
  An adult-guided learning experience with 6-8 students that allows them to explore, play, work with materials, and talk about what they are doing.
- **PLANNING**
  Children talk to adults, sharing their own plan for free choice time.
- **WORK TIME/FREE CHOICE**
  Children are provided one hour of uninterrupted play time. Children make many choices about who they want to play with, what they want to do, where they want to play, and how to use materials. Adults participate as partners in play and encourage children's problem solving both with materials and during times of social conflict.
- **CLEAN-UP**
  Children and adults clean up together keeping the spirit of play and problem solving alive.
- **RECALL**
  Children reflect on their free choice time. They discuss who they interacted with and what they did during this part of the day.
- **REST TIME**
  Rest time is an opportunity for children to rest their bodies and minds. Children can nap or relax with a quiet activity.
- **GROSS MOTOR TIME**
  Children participate in daily opportunities for active play and physical development. Each day, children spend 30 minutes outdoors in the morning, 30 minutes outdoors in the afternoon, and 30 minutes in the gym. These experiences support the development of gross motor skills, social interactions, cooperation, and overall health and well-being.
- **MEAL TIME**
  Children are provided breakfast, lunch, and a snack daily. Meals and snacks are served family style. Family style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills).

ATTENDANCE POLICY

Consistency in daily attendance will greatly enhance your child's preschool experience. Regular attendance allows children to develop a caring relationship with their teachers and become comfortable with the daily schedule. It is understood that children may occasionally be absent from the program due to illness or special circumstances. Please contact your child's teacher when your child is going to be absent. Excused absences will not affect your child's enrollment in this program.

In the case of an extended unexcused absence, the center will attempt to contact you by telephone, written correspondence, or in person. If we are unable to contact you within a one month period, your child may be disenrolled in the program. Every effort will be made to contact you before this occurs. Our goal is to work as a team with parents as we provide a quality preschool experience for your child.

Teachers are required to keep daily attendance and absence records which must include documentation for all days tardy and all absences. Students will be marked as tardy if arriving after 8:40 a.m. Teachers will make every effort to ensure that children maintain consistent attendance. If the family is experiencing hardship which may be causing additional tardies and absences, program staff can provide supports and resources.

The GSRP teachers will review the classroom attendance regularly. After excessive absences the GSRP staff will contact the family expressing concern and offering strategies for support. If multiple attempts to contact the family have failed, a notation will be placed in the child's file, and the child may be disenrolled from the program.

EXCLUSION POLICY FOR INJURY AND SHORT TERM OR CONTAGIOUS ILLNESS

Injuries or illnesses may endanger the health and/or safety of children and others. Listed below are illnesses and communicable diseases that would exclude your child from attending our program. Please report any communicable (contagious) diseases to your child's teacher. If your child should begin to show symptoms of illness at school, the teacher will monitor the student. Teachers will immediately contact the parent/guardian regarding their symptoms along with their ability to remain at school for the day. Symptoms requiring a phone call may include but are not limited to fever over 100°, diarrhea, rash consistent with any of those listed in the following chart, or other symptoms indicating an illness listed in the chart below.

Illness/Communicable Disease:	**When your child can return:**
Chicken Pox (varicella)	Until rash has crusted over, usually about 5 days
Croup/Coughing/RSV	After free from viral infection & child is no longer having difficulty breathing
Diarrhea/Vomiting	When child is symptom free without any medication for 24 hours
Fever of 100 degrees of higher	When fever free without use of fever reducing medication for 24 hours
Hand, Foot, and Mouth	When drooling has decreased, lesions are healed, eating is no longer painful
Head Lice	When properly treated and rechecked by school office personnel.
Impetigo	After on medication for 24 hours and with physicians clearance; affected areas must be covered completely
Influenza	Symptom free for 24 hours
Meningitis	Only with physician's clearance
Nasal Discharge (yellow or green)	Discharge is no longer thick yellow or green or child has been on antibiotic for 24 hours
Pink eye/Conjunctivitis	When eye is mucus free and treated by a physician and on antibiotic for 24 hours
Ringworm/Pinworm	With physician's clearance
Roseola	After rash is completely cleared
Scabies	With physician's clearance
Strep Throat	After on antibiotic for 24 hours
Unidentified Rash	With written clearance from physician

*Children must not be excluded, suspended, or expelled from classroom programming or transportation services for behavioral, toileting, or other non-health related needs.

WEATHER POLICY

The program shall provide daily outdoor play, unless prevented by inclement weather or other weather conditions that could result in children becoming overheated or excessively chilled. Children will be kept indoors:

- When the temperature or **wind chill** is below 10° F
- For **heat index**, the program will consider the "feels like" temperature, the children's ages, the length of outdoor play, the availability of shade, hydration needs, air quality, and severe weather conditions (When the temperatures are above 95° F, children are at an increased risk for heat stroke, heat exhaustion, burns from hot playground equipment, sunburn, and excessive thirst/dehydration)
- When the **air quality** is poor, smoky, unhealthy for sensitive groups, and/or poses a health hazard

Below 10°F	Indoor gross motor activities instead of outdoor play
10-90°F	Normal outdoor play with water available
91-99°F	Shortened outdoor periods, frequent water breaks, shade
100°F+	Indoor gross motor activities instead of outdoor play

REST TIME POLICY

As a state licensed program, we are required to have a quiet/rest time for all children. We will accommodate the children that may need to rest longer. Children that do not sleep will be offered quiet alternative activities. Staff may assist in the rest/quiet transition by providing a soothing voice or gentle back rub.

MEDICATION POLICY

- Medication, prescription or nonprescription, must be given to a child by program staff only.
- Program staff shall give or apply medication, prescription or nonprescription, only with prior written permission from a parent. Permission forms can be found on our website under the Documents and Parent Resources sections.
- All medication must be in its original container, stored according to instructions, and clearly labeled for a named child, including all non-prescription topical medications.
- Prescription medication must have the pharmacy label indicating the physician's name, child's first and last name, instructions, name and strength of the medication, and must be given according to those instructions.
- For the safety of your child and all students, any medication prescribed by a doctor must not be sent with your child. If your child rides the bus, the medication must be hand-delivered by a parent or guardian to the bus driver or bus aide, who will then ensure it is transferred directly to the child's teacher or preschool support staff upon arrival.

- Program staff shall keep all medication out of the reach of children and return it to the child's parent or destroy it if the parent determines it is no longer needed or it has expired.
- Program staff shall give or apply any prescription or nonprescription medication according to the directions on the original container, unless otherwise authorized by a written order from the child's licensed health care provider.
- Program staff shall not add medication to a child's bottle, beverage, or food unless indicated on the prescription label.
- Topical non-prescription medication, including, but not limited to, diapering cream, triple antibiotic, sunscreen, and insect repellant, requires written parental authorization annually.
- A center shall maintain a record as to the time and the amount of medication given or applied.
- One form per medication is required. The signature of the program staff administering the medication must be included.

HEALTH POLICIES

NUTRITION

Breakfast, lunch, and a snack are provided daily. Foods served reflect the home and community cultures and are high in nutrients and low in fat, sugar, and salt. All children should eat the same foods unless there is a documented allergy, special need for individualization, or a signed Flexibility in Meal Service agreement is in place.

Parents incur no cost for any aspect of meal service. Parents wishing to bring in food for classroom celebrations should please see the teacher for a list of recommended nutritious options. GSRP staff are trained on the importance of offering nutritious food choices. Nutrition information is shared with families through monthly breakfast, lunch, and snack calendars.

PHYSICAL ACTIVITY

Classrooms will participate in physical activity for 60+ minutes every day, which allows children to develop physical and social skills and reduces stress. Fresh air helps to keep children healthy. GSRP students should come dressed appropriately for the weather. This includes coats, snow pants, hats, mittens and boots during the winter. Children go outside year-round every day, unless the temperature is too cold or hot to be safe, per program policy. Physical activities are provided indoors on days when outdoor play is not possible. If your child's physician determines that your child must stay indoors, please provide a written statement from the doctor.

IMMUNIZATIONS

All students must be up to date on immunizations or have a signed waiver. Immunizations are important because vaccinations protect your child from getting diseases for which there are often no medical treatments. It is important to know that:

- Immunizations can save your child's life
- Vaccination is very safe and effective
- Immunization protects others you care about

- Immunizations can save your family time and money
- Immunization protects future generations

ACCIDENT AND EMERGENCY POLICIES

Emergency Information:

It is a requirement of a licensed preschool program and the Department of Health and Human Services that we keep current emergency information on file at school. Parents/Guardians will discuss with their child's teacher all of the ways that would be best to be contacted through the day. These methods may include a phone call, text message, email, and/or classroom app. Teachers will ensure all phone numbers and email addresses are accurate upon enrollment. *If there are any changes to either the Parent/Guardian's phone number or email address, or any of the listed emergency contacts, it is the parent/guardian's responsibility to notify the teacher of the updated information.* This is very important in the event of an emergency, illness, etc. Let us know immediately of any changes in emergency phone numbers, contact information, your home, work, or cell phone, etc. so that we may be able to reach you if necessary.

Injuries and First Aid:

Safety and prevention are our priorities. All staff members are certified in CPR and have had basic first aid training. Staff members are qualified to handle all minor emergencies.

Minor Injury

In cases of minor injury, simple first aid techniques will be used. Parents will be notified with either a phone call, a Class Dojo message, or in person. Parents will be notified by the end of the day. The child will be sent home with an incident report in their folder. A copy of the signed incident report will be made available to the parent-guardian and kept on file in the center. Minor injuries may include but are not limited to - bites, scratches, bruises, or other types of injuries.

If the injury appears to need more attention, the parents of the injured child will be notified with an immediate phone call so that they may seek their own treatment.

Major Injury

In case of a major injury requiring more professional medical care, teachers/staff will call 9-1-1 and a parent/guardian will be notified immediately through a phone call. If the parent/guardian cannot be reached, the next person designated on the emergency card will be notified. While other staff members tend to the class, a teacher will stay with the student and escort them to the hospital as needed. Injuries where parents will be notified immediately may include but are not limited to - head injuries, serious cuts, or falls where there may be an internal injury such as a sprain. Teachers will also fill out an accident report for minor and major injuries to be sent home and kept on file at the center.

Child Incident:

In case of a lost or missing child, the classroom teacher will notify the program director and immediately begin searching the facility for the child in any space that a child might hide. If a call is warranted to the authorities, the teacher will call 9-1-1 and then immediately contact the child's parent/guardian via phone call.

If inappropriate contact or discipline of a child occurs, the staff will immediately document the incident and report it to the program director. An incident may also include an allegation of sexual contact between children or any personnel or volunteer. Parents will be immediately notified of the incident and necessary follow-up actions.

DRILLS:

Fire: Regularly scheduled fire drills will be held to practice the event of an actual emergency. Fire drills are minimally held quarterly with monthly being the recommendation. All fire drills conducted throughout the school year are documented and available for review in the "Emergency Drills" folder, located under the Documents tab on the district website.

In the event of a fire, the classroom teacher will immediately escort the children, as a group, to the nearest exit and leave the building per the building safety plan. Fire drill emergency exits are posted throughout the building. Teachers will take attendance to ensure all students are present. Once all students are accounted for, parents/guardians will be contacted about the fire emergency through the method previously discussed upon enrollment by parents/guardians and the teacher. The teacher will then provide instructions on the plan for child pick-up if necessary.

Weather: Staff and students will practice 2 tornado drills before November and/or after March. Tornado drills will be documented and available for review in the "Emergency Drills" folder, located under the Documents tab on the district website.

In the event of a weather emergency, classroom teachers will follow the established building safety plan. If a tornado watch is issued for the area, teachers will monitor the weather and local news outlets for updates. If a tornado warning is issued for the area, teachers will move students to the designated areas. Teachers will take attendance of students once in the designated areas. Teachers will then contact parents/guardians through the previously discussed method. Teachers will then discuss any relocation and/or child pick up plans as necessary.

Lockdowns and Evacuations: Regularly scheduled lockdown and evacuation drills will be held to practice the event of an actual emergency. Staff will follow the building safety plan for lockdowns and evacuations. In case of an emergency, staff will immediately call 9-1-1 and shut and lock any outdoor windows and doors. Teachers will move students to designated safe spots and take attendance of students in care. Teachers will then notify parents through the discussed method and discuss plans for student pick-up, relocation, and parent access to the building.

PARENT NOTIFICATION OF EMERGENCY EVENTS

In the event that the premises of Bangor North must be evacuated, staff will lead students safely out of the building, and will continue to walk south on Revilo Drive and then west onto Pembroke Road where bussing will pick up staff and students to relocate to Bangor Central Elementary School at 208 State Park Drive, Bay City, Michigan 48706. The Lead Teacher of each classroom will take emergency cards and parents will be promptly notified of the relocation via telephone and plan for reuniting families. The Assistant Teacher will care for the accommodation of each child with special needs or chronic medical conditions during evacuations, as well as take any needed medical supplies. Evacuations may occur due to natural or man-made disasters; power outage; serious accident/illness/injury; crisis management including intruders and bomb threats.

CHILD DISCIPLINE/CONFLICT RESOLUTION POLICY

In the GSRP classroom, adults support children as they solve problems with materials and individuals. The schedule, activities, and classroom environment are arranged in such a way as to reduce behavior problems whenever possible. Teachers encourage children to do things for themselves throughout the day, treat conflict situations with children matter-of-factly, approach children calmly, and stop any hurtful actions.

Conflict resolution in the GSRP classroom includes the following steps:

1. Acknowledge feelings
2. Gather information
3. Restate problem
4. Ask for solution
5. Give follow-up support

POLICY FOR REPORTING CHILD ABUSE/NEGLECT

All employees and volunteers (including minors) of a child care center are mandated reporters. Under the Child Protection Law, center employees and volunteers must contact Children's Protective Services (CPS) immediately when they suspect child abuse and/or neglect.

- The immediate verbal report must be made to Centralized Intake by calling (855) 444-3911. The verbal report must be followed by a written report. The written report must be submitted within 72 hours. DHHS encourages the use of the Report of Suspected or Actual Child Abuse or Neglect (DHS-3200) form which includes all the information required by the law. The written report may be faxed to (616) 977- 1154 or (616) 977-1158 or emailed to DHS-CPS-CIGroup@michigan.gov.
- The immediate online report eliminates the requirement to fill out a DHS-3200 form. To report online, you can register as a mandated reporter at Mi Bridges Mandated Reporters.

*Reporting the situation to administration or other staff person does not relieve the center employee or volunteer of their mandated responsibility to report to CPS.

GRIEVANCE POLICY FOR PARENT CONCERNS

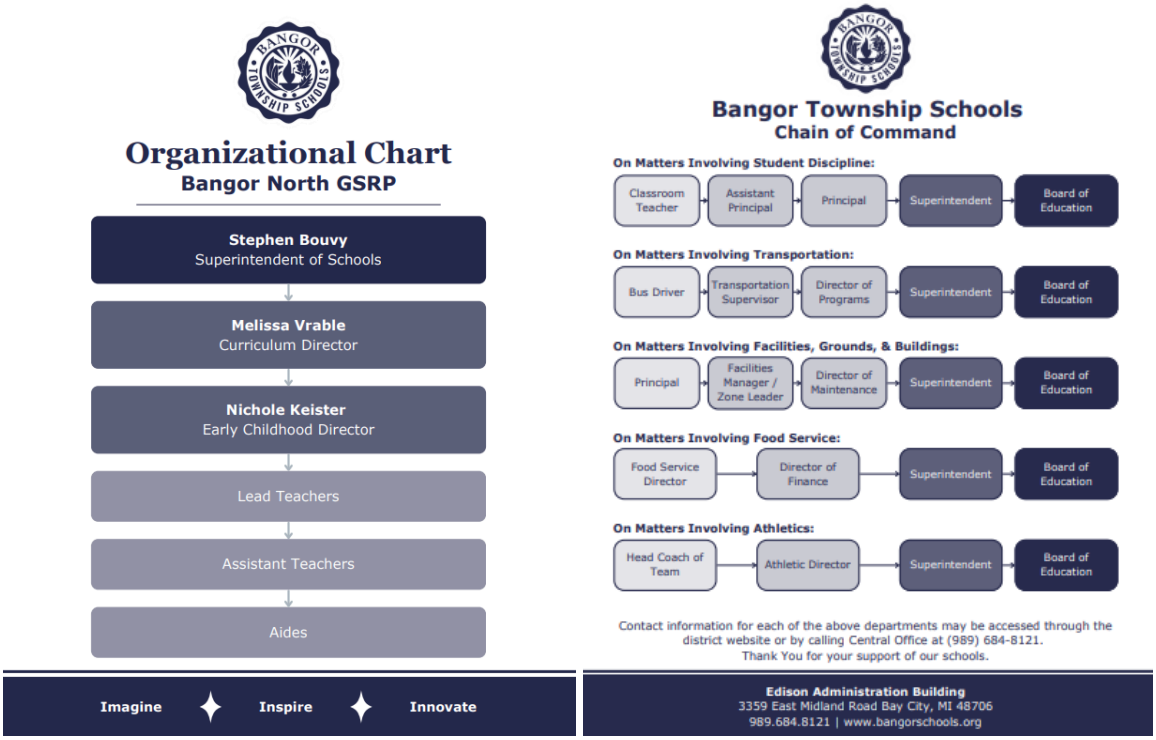
The goal of the GSRP program is to provide a high quality educational experience and care for all students. We believe in providing a warm, welcome and caring environment where all students can learn and develop.

All families are encouraged to express their concerns to the classroom teachers at any time through a conference, letter or email. Concerns will be addressed according to the following procedure:

1. Any person(s) who has a grievance about any aspect of the GSRP program, should first discuss his/her concern with the student's teacher.

2. If there is not a satisfactory outcome after Step 1, or if the problem recurs, the person(s) should put the grievance in writing to the principal/director. This written grievance should state the concern, the date in which the incident occurred, who was involved, and a suggested solution.

3. If step 3 is necessary, the person(s) filing the grievance, the staff member(s) involved, and principal/director will set up a meeting. An agreed written record of the discussion will be made. All of the parties present at the meeting sign the record and receive a copy of it. A signed record signifies that the grievance has been resolved and the procedure has concluded.



PARENT NOTICE OF PROGRAM EVALUATION

GSRP is required to work with the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) to measure the effect of the state-wide Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff or a representative from MiLEAP might:

- Ask parents questions about their child and family
- Observe children in the classroom
- Measure what children know about letters, words, and numbers, etc.
- Ask teachers how children are learning and growing.

Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

Questions? Contact: mileap-gsrp@michigan.gov or 517-241-7004

Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP)
Office of Early Childhood Education
Great Start Readiness Program
105 W. Allegan Street
Lansing, MI 48933

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