

# **Leapfrog Community Daycare**

**(Leapfrog Christian Daycare)**



**Family Handbook**  
**915 Round Lake Rd**  
**White Lake, MI 48386**  
**248.366.4475**





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## **Program Overview**

The Great Start Readiness Program (GSRP) is Michigan's state-funded preschool for eligible four-year-old children with a focus on supporting children's development of school readiness skills. The program is administered by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP), Office of Great Start (OGS). Research on preschool programs and specific research on GSRP indicates that children provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a high-quality preschool program.

To support learning at home and increase positive child outcomes, programs must provide for active and continuous involvement of parents in the learning process. Through advisory meetings, parents assist to evaluate and make recommendations about the program.

## **Mission Statement**

The mission of the Leapfrog, in partnership with parents and our diverse community, is to create a positive, safe and enriched learning environment and to enhance each child's academic, social, emotional and physical development.

## **Program Philosophy**

Leapfrog believes that children learn through active participation with their environment and one another. We believe that every child has the right to succeed.

This belief is evident in the use of the Creative Curriculum and Child Observation Record. Our program believes learning together with the adults supporting our children is empowering to children, families and the program.

Active Family Services and Parent/Community involvement helps us to achieve that goal together. We believe the teacher, the child, the parent and the community working together enhances the development of the whole child.

## **Curriculum**

### **Creative Curriculum:**

Creative Curriculum helps teachers create a high-quality learning environment and build a thorough understanding of best practices. Daily resources help teachers plan and manage every moment of their day. Through studies, which are hands-on, project-based investigations, The Creative Curriculum for preschool helps teachers build children's confidence, creativity, and critical thinking skills and promote positive outcomes.

### **Child Screening and Assessment**

Developmental Screening: In partnership with families we complete the Ages and Stages Questionnaire (ASQ) developmental screening for all GSRP children within two weeks of the child's first day of school. This information is entered online where it can be automatically scored. All families will receive their child's results and activities at or before the fall parent-teacher conference. Teachers and families will partner to use the information to plan for each child's success. If further evaluation is indicated by the results of the ASQ, the parents will be notified and a plan of action will be developed.

We use Teaching Strategies GOLD to support and plan for each child's progress throughout the school year. TS GOLD is an observation tool that helps tell the story of your child's growth and development throughout the program year. Notes are recorded and entered in all curriculum areas. Families receive a report three times during the school year.

## Family Involvement

Family/Parent involvement is welcomed and encouraged. To establish and maintain a strong school-home connection, which benefits children, we offer the following ways for families to be involved:

- Volunteering in the Classroom: Talk with your child's teacher about how you can be involved as a volunteer. We provide support through our volunteer supervision policy.
- Home Visits and Family Conferences: Teachers work with families to schedule two home visits and two parent-teacher conferences. These are typically scheduled as follows: home visit near the start of the year, conference in late fall, conference or home visit in late winter, and conference or home visit near the end of the year. Additional meetings can be arranged.
- Family Orientation: Takes place at the start of the school year to support relationships, invite input, share community resources, and encourage future involvement in program decision making.
- Family Participation Group Activities: Two or more are scheduled to share program goals, share community resources, and attain input related to program decisions.
- Data Analysis Meetings: Three are held with participation from parents, an administrator, teaching staff, and an Early Childhood Specialist to review program data and set goals.

## Calendar

Each family is provided a program calendar prior to the first day of school. Refer to the calendar for information regarding the first day of school, last day of school, school breaks, or other days the classroom may not be open. If you are in need of another copy of the program calendar please contact your child's teacher or the program administrator.

## Inclement Weather

Inclement weather, power outages, or other building problems may require that classes be closed. Families are encouraged to tune in to school closings listed on the local TV and radio stations to learn if school is closed for the day. If school is in session and needs to be closed, families will be contacted via phone and/or electronically to pick-up their child.

## Hours/Days of Operation

The classroom day is from 9:00am to 4:00pm, which is the same length as a full elementary school day, Monday through Friday.

## Before/After Care for GSRP

If you need care before or after the GSRP hours, please let us know. *Programs can choose to include one of these bullets:*

- *We offer before and after care at our site. A separate parent handbook is available for that program.*

## Typical Daily Routine -

This is a sample daily routine for a school day GSRP classroom. The daily routine for your child's classroom is posted outside the classroom as well as displayed at a child's level inside the classroom.

9:00 – **Arrival/Greeting Time** – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to eat, spend time with books, or interact with adults and one another. Once all children have arrived, adults and children spend 3-5 minutes together sharing daily announcements.

9:10 – 9:30 **Large Group Roundup** – All adults and children participate in activities planned around children's interests, developmental levels, music and movement, cooperative play and projects; and events meaningful to children.

9:30 – 9:45- **Snack/ Planning Time** – Children indicate their plans to adults in a place where conversations can occur and where people and materials are visible. Adults use a range of strategies to support children’s planning (e.g., props, area signs, tape recorders, singing, planning individually, in pairs, in small groups).

9:45 – 10:45 **Choice Time: Independent Discovery** (children’s hour of uninterrupted Choice Time) – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children’s problem solving both with materials and during times of social conflict.

10:45-10:55- **Clean up-** – Children and adults clean up together, keeping it fun. Children make many choices where and how to clean, with adults supporting children’s level of involvement.

10:55 – 11:05 **Recall Time** – Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children’s lead and encourage children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.

11:05 – 11:25 **Guided Discovery: Small Group Time** – An adult-initiated learning experience based on children’s interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

11:30 – 12:00 **Outside Time** – Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving. Outside time is minimally 30 minutes each day, excluding time for dressing and transitioning outdoors.

12:00 – 12:10 **Bathroom/Wash Hands/Prepare for Lunch** – Children assist in preparation and set up. Children choose where they would like to sit and are encouraged to serve themselves.

12:10 – 12:55 **Lunch** – Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own meal space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

12:55 – 1:55 **Quiet/Resting Time** – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.

1:55 – 2:05 **Wake/Guided Discovery** – As children wake up, adults and children work together to put away cots and set up for snack.

2:05 – 3:05 **Choice Time: Independent Discovery** – Same as a.m. description.

3:05 – 3:15 **Recall Time-** Same as a.m. description.

3:15-3:30 - **Snack**- Same as a.m. description.

3:30 – 3:50- **Guided Discovery: Small Group Time**- Same as a.m. description.

3:50-4:05 - **Dismissal**

### **Food Service**

A planned food service program will be part of the school day. There is no cost for snacks or meals. The following meals/snacks will be served at the following times:

- Morning Snack at approximately 9:30am
- Lunch at approximately 12:10pm
- Afternoon snack at approximately 3:15pm

All meals will be fully compliant with the final rule for nutrition standards in the Child and Adult Food Program. Menus with noted food substitutions will be posted in a place visible to parents. If there is a need for a child to receive substitutions due to medical or religious reasons, a Request for Food Service Individualization and Adjustments Form must be submitted. The center will comply with rule 400.8330 (3) to ensure children with special dietary needs receive meals/snacks in accordance with the child's needs.

Families are not allowed to send in food for their children simply because the child does not like the food served or prefers something from home. A child may have to be exposed to a food that is new 12 or more times before becoming comfortable with it. Through our family style dining approach, children will build relationships with each other while learning healthy eating habits. A waiver may be filled out for parents to bring in and be responsible for providing all food, AM Snack, Lunch and PM snack.

### **Rest Time**

All children will be provided with a cot or mat on which to rest. Families are welcome to provide their child with a small blanket. A large blanket or pillow should NOT be sent. Talk with your child's teacher if you would like to bring other rest items for your child. Please remember to label all items sent to school. Rest items provided by families will be sent home at the end of each week for laundering.

Transitioning into rest time, children are encouraged to gather their nap belongings and place them on their cot. The lights dimmed and soft music may be played. Rest time is scheduled to last no longer than one hour. Children that do not rest are welcome to participate in a variety of quiet activities on a cot. After an hour, the lights are turned on and children are encouraged to return their rest items to their cubbies. Children that are still resting will be gently encouraged to wake up but not forced to get up.

### **Outdoor**

Your child will go outside every day. Outdoor play time is structured to be a healthy, educational and enjoyable time for children. Please make sure your child is dressed in clothing that is appropriate for the weather conditions. If it has recently rained, your child will need to have a pair of boots to wear outside. If there is snow on the ground and/or the temperature outside is very cold, your child will need a snowsuit, hat, gloves or mittens, and snow boots. Each child must have a complete change of clothes (underwear, socks, shirt, and pants) that will be kept in the classroom. Each piece of clothing must be clearly labeled with your child's first and last name. If you are in need of any of these items please let your classroom teacher or program administrator know. Kindly remember if your child is too sick to go outside and play, he/she is too sick to come to school.

### **Attendance**

Please make every effort to arrive at school on time. When children arrive after the day has started, they miss out on important parts of the routine. Children who consistently arrive on time and are in

school every day quickly master the routine, learn more, are happier to be in school and receive the maximum benefit from our preschool program. If your child will not be in attendance, please call (248) 366-4475 or message us on Brightwheel before the program day begins and let them know your child's name, the classroom, and the reason for not attending.

If a child is absent and the program is not contacted by the parent, the program will attempt to make contact with the parent. If the program cannot make contact with the parent for 3 consecutive days, then a letter will be sent to the parent. If the program does not receive a response within 10 days of the date of the letter the child may be moved to the program's waitlist.

It is important that children are picked-up on time. If you are unexpectedly unable to pick up your child on time please notify our office by calling (248) 366-4475. If this happens a few times we will partner with you to develop a plan and coordinate resources so pick-up is on time. If the program day ends and no one is here to pick up your child, we will contact those on the child information card. When a child is still in attendance 30-minutes after the end of the GSRP day, and contact cannot be made with the parent, the program will contact the local police station to pick-up the child.

If a child is consistently absent, resulting in the child missing 15% or more of the program, the program will partner with the family to resolve the situation. If the situation cannot be resolved, and another child is waiting to enroll in the program, then the child may be moved to the waitlist.

### **Conflict Resolution/Discipline**

Staff supports children as they begin to understand their behavior choices and learn acceptable ways of interaction with others. The approach we use promotes and encourages self-regulation, self-direction, self-esteem, and a spirit of cooperation. We use a six-step process to resolve conflicts.

The steps are:

1. Approach children calmly and stop any hurtful actions
2. Acknowledge children's feelings
3. Involve children in identifying the problem by gathering information
4. Restate the problem in children's vocabulary
5. Ask children for solutions and encourage them to choose one together
6. Give follow-up support when children act on their decisions

We encourage you to help us give children a consistent message by trying to use the six steps at home.

Staff is prohibited from using these forms of punishment:

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- Restricting a child's movement by binding or tying him or her.
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.
- Excluding a child from outdoor play or other gross motor activities.
- Excluding a child from daily learning experiences.
- Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.

### **Referrals for Child and Family Needs**

We strive to meet the individual needs of all children in the program. To determine each child's needs, the program conducts screenings within the first two weeks of the child's first day of school to assess children's developmental, behavioral, and language development. If these screenings - as well as information gathered from observations or provided by parents, doctors, or other specialists - result in



a concern about the child's development or functioning, we will begin a process to follow up on that concern, including further evaluation if needed.

In case of a suspected disability (including moderate developmental delays or concerns that persist after intervention), parents may request an evaluation. Upon written request from the parent, the school district where the parent lives has 10 school days to inform the parent in writing of the intent to evaluate, and seek consent. Evaluations may only take place with written parental consent.

Once all information is gathered, it is reviewed with the parents. If the results recommend an Individualized Education Program (IEP), a meeting will be scheduled with parents and other personnel involved. Any additional services to be provided and who will provide such service will be determined at this meeting. Your child's teacher, administrator, and the school district team will work together throughout the year to ensure that the IEP is being implemented with fidelity, including the use of special modifications and strategies to support your child in being a fully participating member of the classroom community.

If your child enters the program with a documented special need, the documentation will need to include a notation that GSRP is a suitable setting in light of the needs of the child.

Families may also need services unrelated to special education. To provide this support, families are asked to provide information related to the child's life experiences and current living situation. If there is a non-educational need that your family has, please notify a staff member. Staff will seek the resources you need and follow-up accordingly.

## Supporting Children with Challenging Behaviors

At Leapfrog GSRP, we believe every child deserves a safe, supportive, and enriching learning environment. Sometimes, young children show behaviors that are frequent, intense, and possibly harmful to themselves or others. These may include things like biting, hitting, kicking, or inappropriate behaviors.

Our goal is not to punish, but to **understand and support** each child with kindness, professional care, and collaboration with families. Together, we work to reduce these behaviors and help every child thrive in preschool.

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Michigan GSRP Implementation Manual states:

- Children **cannot be excluded or expelled** from our program just because they need extra support—whether it's behavioral, developmental, or medical.
- Michigan law limits the use of restraint in schools. We follow all guidelines to keep children safe and supported.
- We have staff on site that are trained in Non-Violent Crisis Intervention (NCI) that provides strategies to safely recognize and respond to everyday crisis situations, including safe disengagements and restrictive interventions.

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## How We Handle Challenging Behaviors

We use a **three-level approach** that gives children and families time, support, and partnership every step of the way.

## Level I: Early Support & Observation

*(4 to 8 weeks)*

When a child is regularly showing harmful behavior (2+ times a week), we begin with the following steps:

1. **Referral** – A teacher or parent can raise a concern. A screening tool may be used to gather helpful information.
2. **Initial Support** – We brainstorm triggers and quick solutions. An administrator and/or Early Childhood Specialist (ECS) may observe and talk with the team.
3. **Classroom Strategies** – Teachers try new strategies and record observations for 3 weeks (unless urgent).
4. **Family Involvement** – With your permission, support staff like a school social worker or behavior consultant may observe your child. A meeting is set to talk about strengths, concerns, and next steps.
5. **Team Observation** – A support team member watches your child and shares notes.
6. **Planning Meeting** – The team decides if a formal Behavior Intervention Plan is needed.
7. **If Your Child Has an IEP/IFSP** – We'll involve the special education team to coordinate services.
8. **Creating the Plan** – If needed, we meet together (staff and parents) to create a positive, personalized plan using evidence-based strategies at home and school.
9. **Follow-Up** – A check-in is scheduled two weeks later to talk about progress.
10. **Timeframe** – This level lasts between 4 to 8 weeks.

## Level II: Continued Support

If the behavior continues, we'll meet again to talk about what's working and what's not. We'll ask questions like:

- Are strategies being used consistently at home and school?
- Has behavior improved?
- Do we need more evaluations or information?
- Is the behavior dangerous?
- Has safety been a concern?

Together, we'll decide whether to keep working with the current plan or move to Level III for more support.

## Level III: Alternate Program Options

In rare cases, if the child's behavior continues to present a serious safety concern, we will work closely with families to create an **Alternate Program Option Plan**. This is not a removal—it's a temporary adjustment designed to help the child succeed and return to the regular program.

Possible supports include:

- A shortened school day
- Fewer days per week
- A parent attending class with the child
- Home-based visits or services

We will create this plan **together with families and specialists**. It will include goals, timelines, and steps for improvement.

If a family is unable to follow the plan and the safety risk remains, we will hold a final meeting with the family, program staff, and GSRP leadership to explore **all possible solutions** in the best interest of the child and the classroom community.

### **Confidentiality**

Out of respect for the privacy of each family in our program, all information pertaining to students and families will be kept confidential. If a student is attending a program administered by a public school, the student's COR assessment and attendance records may be passed on to the students' Kindergarten school building. Information may be reviewed by Oakland Schools and/or the MiLEAP to ensure and support program compliance. The only instance in which information will be shared about a child or family without a parent's written consent is when staff has reason to suspect the child may have experienced abuse or neglect.

### **Notice of Program Measurement and Consent of Program Evaluation**

We will notify families of enrolled children regarding our program evaluation activities.

In addition to meeting MiLEAP reporting requirements, like entering information into the Michigan Student Data System (MSDS), some programs may be chosen to take part in statewide, regional, or national GSRP data collection efforts. If selected, programs will need to work with MiLEAP, its research partners, and evaluation teams.

This may include:

- Allowing classrooms to be observed
- Providing a quiet space for child assessments
- Giving staff time to complete surveys (online, by phone, on paper, or in person)
- Submitting surveys and forms on time
- Sharing program details, including children's unique ID numbers from MSDS
- Attending project-related webinars, calls, or meetings
- Handing out family information letters

These efforts help improve early childhood programs and ensure they meet children's needs.

### **Admission**

Children must meet criteria based on the MiLEAP, Child Care Licensing Bureau, and federal guidelines if the program is a GSRP/Head Start blend. Priority is given to families with greatest need. Students are not selected on a first-come, first-serve basis. Application and enrollment for Oakland County GSRP is completed on Michigan Early Childhood Connect (MiECC). Help Me Grow Care Coordinators support families in completing the application in the secure, online system. Prior to admission, the following documents need to be completed and on file:

- Proof of age (four years old on or before December 1), which could be one of the following:
  - Birth certificate (a school district may require a certified copy)
  - Passport
  - Hospital record
  - Baptismal record
  - Other governmental form such as a Medicaid Card
- Proof of income, which could be one of the following:
  - Tax return
  - Paycheck stub
  - W-2 Form
  - Written Statement from employer(s)
  - Public assistance documentation

- Proof of residence, which could be one of the following:
  - Driver's license
  - Recent pay stub with employee address
  - Utility bill
  - Other recent government issued document listing the address and name of parent of child
- Eligibility factor information and related documentation
- Head Start Waiver (if applicable)
- Immunization records
- Child Information Record
- Application (MiECC)
- Free and Reduced Meal Family Application (as applicable).

Once the above documentation is on file, a determination regarding admission will be made. A child will either be admitted to the program or placed on the waiting list. Children will be on the wait list in order of need, listing those with greatest need first.

A Health Appraisal must be on file within the first 30 days of initial attendance or the child will not be able to attend until it is submitted. The Health Appraisal must have a physician's signature, stamp, and the date.

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).

### **Withdrawal Process**

Our GSRP withdrawal process consists of two parts: 1) the steps we ask families to take if they decide to leave our program and 2) reasons why a child might be asked to stay home or leave a GSRP program.

1. Parent initiated withdrawal
  - If you decide to withdraw from our program, please let a Leapfrog Director know as soon as possible so that we can notify a family on our wait list.
2. Program initiated withdrawal
  - Once enrolled in GSRP, the only reason we will initiate permanent withdrawal from our program is due to low attendance (see page 6-9 for more information)
  - Children will be asked to stay home while they have a contagious illness that endangers the health and/or safety of children or others. (see page 12 for more information)
  - According to the MiLEAP, children enrolled in GSRP programs "must not be excluded or expelled because of the need for additional medical or behavioral support." If your child is struggling in our GSRP program, we will partner with you to help your child succeed. (See page 9 for more information)

### **Accidents/Emergencies**

In case of an accident/injury a staff member will identify the injury and notify the certified CPR/First Aid staff member. An incident report will be completed by staff and submitted to the office by the end of the school day. A parent can obtain a copy of the report by request.

When a child incurs a minor injury, staff will take the following steps:

1. Immediate care is provided to the child
2. A phone call, written report ("Ouch Report"), or both will be provided to the parent at or before dismissal on the day of the minor injury

When a child incurs a serious injury, staff will take the following steps:

1. A staff member calls 9-1-1 and then immediately phones any other required personnel that need to be notified when 9-1-1 is called, while the certified CPR/First Aid staff member remains with the injured child.
2. Ensure the scene is safe. If so, provide care and comfort to the injured child until EMS personnel arrive.
3. EMS personnel will determine if the injured party needs to be taken to the hospital.
4. The parents will be contacted by phone once the situation is under control. If the parents cannot be reached the next person on the emergency card will be contacted until either the program is able to talk with someone or all individuals have been phoned.
5. A staff member will ride in the ambulance if the parent is unable to do so.
6. Within twenty-four hours of the injury, a call will be made to the Child Care Licensing Bureau followed by a written report within three days of the injury.

### **Health Guidelines**

Regardless of the precautions taken at home or school, your child may become ill during the course of the school year. If your child becomes ill, you will be called and asked to pick up your child. If you are unavailable, we will call someone on your Child Information Record. The child should be picked up within one hour of being notified. If your child has been absent due to a communicable disease, such as strep throat or pink eye, you may be required to present a doctor's note documenting that the child is able to return to school.

There are times when a child should not be sent to school. These times include when a child has:

- A fever (temperature of 100 or more)
  - Child must be free of fever for 24 hours (without fever reducing medication) in order to return.
- Diarrhea or vomiting
  - Child must be symptom free for 24 hours in order to return
- Discharge or redness of the eyes
- Discharge from the ear
- Green or yellow discharge from the nose
- Persistent or productive cough
- Sore throat
- Skin rash
- Ringworm (exclusion is not necessary unless the contact with others could promote spread)
- Lice, hand-foot-mouth or any other communicable disease (see [Oakland County Health Division](#))

Parents must notify the school if a child has a communicable disease or an extended illness. When applicable, the school will notify families of an illness. A doctor's note for treatment of a communicable disease or an extended illness may be required for re-admittance to school.

### **Medication**

In order to establish and maintain a system of safe storage, handling and administering of medications at school, an Authorization to Administer Medication Form is required. We will follow all steps noted in the Licensing Rules for Child Care Centers, Rule 400.8152, including:

- Medication, prescription or nonprescription, shall be given to a child by an adult caregiver only.
- A caregiver shall give or apply medication, prescription or non-prescription, only with prior written permission from a parent. A physician's permission may also be required.
- All medication shall be in its original container, stored according to instructions, and clearly labeled for a named child.
- Prescription medication shall have the pharmacy label indicating the physician's name, child's name, instructions, and name and strength of the medication and shall be given according to those instructions.

- Topical non prescription medication, including, but not limited to sunscreen and insect repellent, requires written parental authorization annually. Any nonprescription medication needs to be provided by the parent.

### Health Care Resources

ADD LOCAL HOSPITAL		
Oakland County Health Division	248-858-1280	<a href="https://www.oakgov.com/health">https://www.oakgov.com/health</a>
National Capital Poison Center	800-222-1222	<a href="http://www.poison.org">www.poison.org</a>
General Health & Wellness	American Academy of Pediatrics	<a href="http://www.aap.org">www.aap.org</a>
	Healthy children	<a href="http://www.healthychildren.org">www.healthychildren.org</a>
	Bright Futures	<a href="http://www.brightfutures.org">www.brightfutures.org</a>
Nutrition	My Plate (USDA)	<a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>
	American Dietetic Association	<a href="http://www.kidseatright.org">www.kidseatright.org</a>
Social & Emotional Health	Great Start Oakland	<a href="http://www.greatstartoakland.org">www.greatstartoakland.org</a>

### Child Abuse and Neglect

The Child Protective Services Act is designed to protect the welfare and best interest of all children. Under the act, our employees are considered Mandated Reporters and are required, by law, to report any suspicion of abuse or neglect to the appropriate authorities. Under the Act, Mandated Reporters can be held criminally responsible if they fail to report suspected abuse or neglect. Our employees are not required to discuss their suspicions with parents before reporting the matter, nor are they required to investigate the cause of any suspicious marks, behavior, or condition before making a report. We take this responsibility very seriously and will make all warranted reports to the appropriate authorities.

### Grievance Policy

We strive to provide a positive, nurturing environment for all. However, at times concerns may arise. If you have a concern about something related to your child's preschool program the best place to start to resolve the issue or concern is with the child's teacher. Talk about the concern with the teacher and try to reach a solution. If that does not work, you are welcome to contact the program administrator. We will work with all families to arrive at an agreeable resolution for all parties.

If an agreeable resolution cannot be attained between the parent and program staff, a parent can contact the Oakland Schools Early Childhood Unit Early Childhood Contact (ECC) at (248) 209-2000. If resolution cannot be found with Oakland Schools, families can contact the MiLEAP at (517) 241-7004.

### Licensing Notebook

Leapfrog does not keep a licensing notebook, but internet is available onsite. Reports from at least the last three years are available at [www.michigan.gov/michildcare](http://www.michigan.gov/michildcare).

This handbook was developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP)

