



HARTNELL COLLEGE

Hartnell College Child Development Center Laboratory for Child Study



Parent Handbook

Approved by the Hartnell
College Board of Trustees

August 4, 2026

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Program Services

- Hartnell College Child Development Center (CDC) is a state-funded preschool receiving California State Preschool Program (CSPP) Title 5 funds and is licensed under State of California Title 22.
- Families served through free or reduced tuition may be income eligible; experiencing homelessness; have children who are recipients of child protective services, or are identified as at risk of being abused, neglected, or exploited. A limited number of fee-based spaces are also available.
- There are two program sessions. Each session is 3 hours.
 - Morning session: 8:30 - 11:30 a.m.
 - Afternoon session: 12:30 - 3:30 p.m.
- Each session is supervised by a Master Teacher
- Each session serves a maximum of 60 children and their families*
- Children who have had their second birthday are eligible.



This program does not discriminate against students upon the basis of sex, sexual orientation, gender, ethnic group, identification, race, ancestry, national origin, religion, color, or mental or physical disability.

Program Services

- Children have access to both indoor and outdoor work spaces during the program time (with alternate plans for inclement weather).
- A monthly plan of activities is located near the main door of the classroom.
- We have an Open-Door Policy: You may visit your child's classroom unannounced to observe your child at any time during operational hours.
- Our program is based on a *partnership with parents* of the children enrolled. Parents are highly encouraged to participate in the program.



Program Philosophy

- Children construct knowledge through play and exploration.
- Children learn and grow by providing a foundation of developmentally appropriate experiences in a safe and nurturing environment.
- Each child is a unique individual with varied interests and abilities.
- All areas of development are supported as children engage with peers and teachers in a carefully prepared, developmentally appropriate environment that is responsive to their interests and ideas.

For more information ...

- Please see the [Hartnell CDC Philosophy and Program Handbook](https://www.hartnell.edu/cdc/) and visit the website for additional information:
<https://www.hartnell.edu/cdc/>
- The Hartnell CDC philosophy reflects the position of the National Association for the Education of Young Children (NAEYC):
<https://www.naeyc.org/>



Program and Education Goals

Hartnell CDC will provide...

Experiences and materials to support all developmental domains (physical, cognitive, social-emotional)

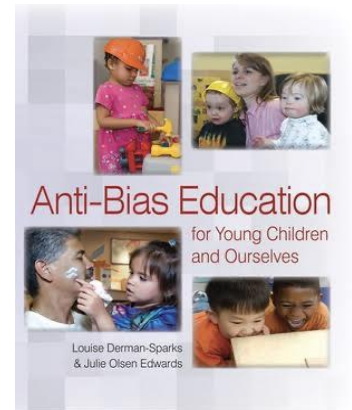


- A schedule that is designed to support deep exploration and time for play
- Linguistically and culturally respectful and responsive environment, experiences and materials
- Inclusive programming and environment that recognizes and supports each child as a unique individual with varied abilities
- Programming that supports respect for the feelings and rights of others
- Clear and reasonable limits aligned with positive guidance techniques
- Use of child screening and assessment tools to support identification and understanding of each child's unique abilities
- Participation opportunities for families
- Resources to support child and family development

Program and Education Goals

Hartnell CDC will provide...

- Anti-bias educational approach to nurture within each child a disposition to speak for peace, tolerance, and justice. In our classrooms and program, we are pursuing the four core goals of anti-bias education for young children, as outlined in the book *Anti-Bias Education for Young Children and Ourselves* by Louise Derman-Sparks and Julie Olsen Edwards:
- Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.
- Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
- Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
- Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.
- Experiences with and contributions to the campus community.
- Opportunities to support the continuing development of the Hartnell CDC staff and the broader ECE workforce in understanding and application of current best practices and research.



Positive Guidance

- A supportive, cooperative atmosphere encourages self-control and positive self-esteem
- Positive Guidance is based on our belief in each child's ability to grow and learn. We build on positive behaviors by:
 - Establishing expectations to keep children safe and to help them get along with other children and adults
 - Building a positive relationship with every child and demonstrating a respectful and responsive adult attitude toward each child
 - Listening to, recognizing and reflecting children's thoughts, ideas, feelings and concerns
 - Designing an environment which offers safety, physical comfort and opportunities for peer interaction
 - Facilitating communication and problem-solving skills
 - Creating a relaxed, flexible schedule
 - Anticipating, intervening and redirecting before disruptive behavior occurs
- There is no use of corporal punishment or violation of personal rights. We do not spank, punish, deny snack or threaten children.



Child Assessment

We use tools to assess the development of children including:

- The [Ages and Stages Questionnaire](https://agesandstages.com/) (ASQ3) and the ASQ Social Emotional Questionnaire (ASQSE – 2) <https://agesandstages.com/>
 - Drawing on parents' expert knowledge, ASQ has been specifically designed to pinpoint developmental progress and catch delays in young children—paving the way for meaningful next steps in learning, intervention, or monitoring. This tool will be provided to enrolled families and returned to the center. We will support your home implementation of this screening tool.
- [Family Language Survey](#)
 - Identification of your child as a dual language learner means that your child will benefit from additional support from the program in order to develop their home language and English language skills.
- The [Desired Results Developmental Profile](https://www.desiredresults.us/about) (DRDP) <https://www.desiredresults.us/about>
 - The California Department of Social Services (CDSS) Child Care and Development Division (CCDD) Desired Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age.
 - Each child is assessed within 60 – 90 days of enrollment and every 6 months
 - Assessment outcomes are used to plan and conduct age and developmentally appropriate activities for children
 - Based on results, staff provide parents with referrals to other agencies in the community and will follow up with parents to support access to services.

Program Assessment

- Parent input is an important component of program assessment
- We implement an annual program self-evaluation process to support continuous improvement. This process includes:
 - Assessment of the program by parents using the Desired Results Parent Survey
 - Classroom Assessment Scoring System 2nd Edition® (CLASS®) and CLASS® Environment



Program Staff

Hartnell College employs a professional, well-educated, and experienced staff for the campus Laboratory for Child Study. Following are the permanent staff members and their role:

Title/Description	Role/activities
Program Director	Plan, organize, and provide oversight for all programs, operations, and activities of the CDC and the Early Childhood Education (ECE) instructional program.
Master Teacher	Overall responsibility for CDC program and curriculum implementation, parent engagement and direct supervision of the classroom.
Administrative Assistant	Support all CDC staff, students and families.

There are a limited number of paid employment opportunities for students to be a part of our teaching team. Student Worker hours are enrolled in Hartnell's Work/Study program and can earn experience hours necessary to obtain a Child Development Teacher Permit.

Title/Description	Role/activities	How to identify
Lead Teachers hold a Child Development Teaching Permit with the California Department of Education.	Plan and implement developmentally appropriate activities and maintain engaging environments.	Wearing burgundy aprons.
Associate Teachers hold a Child Development Associate Teacher Permit	Support implementation of all program activities.	Wearing blue aprons
Assistant Teachers hold a Child Development Assistant Teacher Permit		Wearing green aprons
Student Workers who do not hold a permit		Wearing red aprons



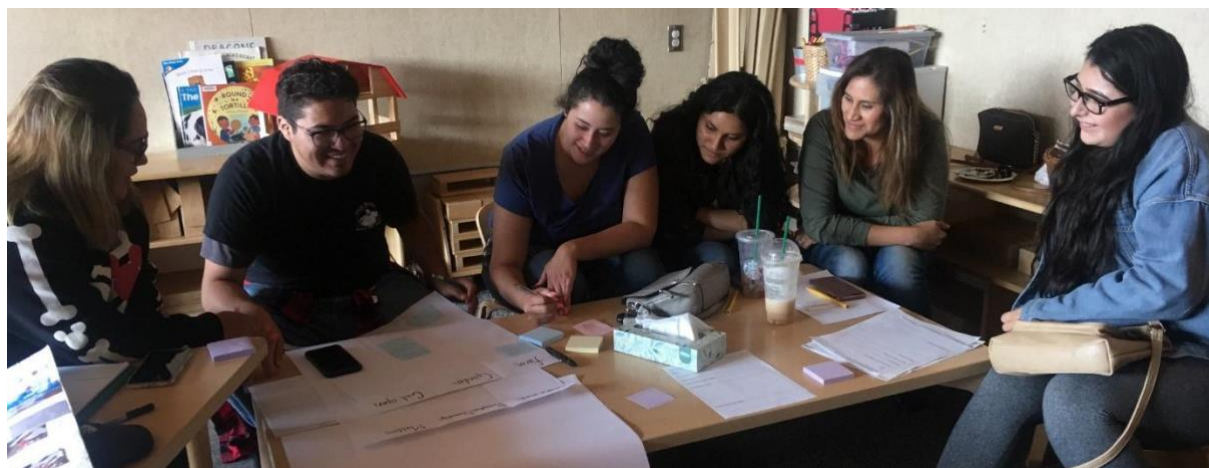
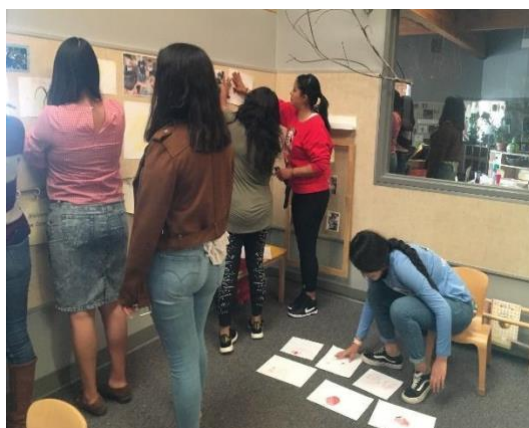
Laboratory School Participants

The Child Development Center Laboratory for Child Study supports the Hartnell College mission by serving as an observation and training site. Hartnell students have the opportunity to observe, interact with, and study the development of young children and the preschool program which utilizes varied teaching strategies and methods to assure developmentally appropriate experiences for young children.

Title/Description	Role/activities	How to identify
Practicum Students	Hartnell students enrolled in ECE 12 Practicum. An ECE faculty member supervises the student teachers along with the Master Teachers.	Wearing red or black aprons
Student Participant Observer	Participant observers are responsible for projects or assignments and may interact with children after the Master Teacher has approved the activity and assignment. They may be enrolled in ECE, Psychology or Nursing coursework or other college coursework.	Will be wearing an identification badge and may be located in the Observation Room or the classroom.
Student Observers	Observation only. Observers usually use the Observation Room or they may be in the classroom. Student Observers do not interact with other adults or children.	Will be wearing an identification badge and may be located in the Observation Room or the classroom.

Staff Professional Development

- Our program makes professional development of individuals working with children and families a priority and training is also required by the state.
- Staff Development sessions will be held in the Fall and Spring of each year during which the school will be closed for children.
- A calendar will be provided to parents at Orientation indicating sessions that will be closed for the children while training is being offered. You will receive advanced notice and reminders.



Child Attendance

Coming to school

- Regular attendance is important. Children build trust and continuity when they can predict their school schedule.
- Arriving on time for greeting is essential to children feeling accepted and comfortable in transitioning to the school environment. To minimize classroom disruptions, it is necessary for children to come to school on time so they can participate in their community group at the beginning of the day.
- Staff will conduct an important health check as they welcome your child. State licensing requires a daily health check upon arrival at the center. The person bringing the child to the center must remain until the health check has been completed and the child is accepted.



Child Attendance

Signing In

*A parent or other designated adult over 18 years of age is expected to drop off and pick up their child(ren) promptly at the beginning and end of class.

*The adult dropping off a child must print their name and provide a full legal signature in the sign-in/sign-out binder upon arrival in the lobby near the classroom door and include the exact time of drop off.

*Note: Accurate daily attendance records are critical during an emergency evacuation! Therefore, a nominal fee of \$2.00 will be charged if a child is not properly signed in/out after an initial grace period.

Signing Out

*The parent or other authorized adult picking up a child must print their name and provide a full legal signature in the sign-in/sign-out binder and include the time of pick-up before entering the classroom.

*Note: Unauthorized adults will not be permitted to pick-up until the parent has given written consent. Always keep consent lists up-to-date!

If a parent or legal guardian requests that one of the child's parents not be allowed to remove their child from the center, a court order will be required.

PLEASE NOTE: In the event that a child is not picked up within 30 minutes after the end of their session, and all attempts to contact the parent/guardian or other emergency card designee have been unsuccessful, this will constitute as an "emergency situation." The Site Administrator will take steps to ensure the safety of the child which may include contact with child protective services and/or the local police/Monterey County Sheriff's Department. The incident will be documented.

Cell phone use is not allowed when dropping off or picking up a child. Please provide your undivided attention to your child during the greeting and welcoming process.

Excused Absences

- Accurate attendance tracking is critical to our program funding. We do not receive State funding for unexcused absences. State funding is provided for excused absences, including up to 10 “best interest” days per school year.
- Excused absences include child illness or quarantine, illness or quarantine of the child’s parent, family emergency, or to spend time with a parent or other relative as required by a court of law or that is clearly in the best interest of the child.
 - Best Interest Days include time for the child to be with a parent or relative that is in the best interest of the child, including dental or therapy appointments not directly related to an illness, family vacation days or court-ordered visitation (copy of court order will be provided).
 - Family emergencies include a death in the family or lack of transportation for up to 5 days after a transportation breakdown.
- Parents must call in each day their child is not going to be in attendance with the specific reason for the absence. This will be accurately recorded and signed for by the administrative assistant or other program staff member. Otherwise, the parent will be responsible for recording the reason and sign for the absence upon the child’s return to school.

Unexcused Absences Protocol

When a child has accumulated a total of 3 unexcused absences the program will contact parent or guardian to inform them in writing, within 1 business day of the unexcused absences have occurred and remind them of what will happen if they continue to accumulate unexcused absences. The preschool services may result in termination. The written communication will continue with every 3rd unexcused absence. This communication may be done by electronic means. The program will disenroll the child from the program in the event of 10 unexcused absences during a program year.

Child Dismissal or Suspension

- The Program Director may suspend or dismiss (“expel”) a family from the program if we believe:
 - serving the child would fundamentally alter the nature of our program;
 - in some instances when the child’s persistent and serious behavior endangers others; or
 - the parent is threatening to others or uncooperative in following Center Policies and Procedures.
- Before suspending a child, we will collaborate with the child’s parents or legal guardians to the best extent possible and use appropriate community resources, as needed, to determine no other reasonable option is appropriate. If the child has an IEP we will seek consultation on serving the child.
- If suspension is deemed necessary we will provide written notice to the parents or legal guardians. We will continue to collaborate with parents in accessing referrals and the use of appropriate community resources and develop a written plan to document supports needed.
- The parent or guardian will receive information in writing about their right to file an appeal of the action directly with the California Department of Education no later than 14 calendar days after receipt of the notice.
- If a family is not in communication with us for seven (7) consecutive calendar days and has not provided notification of a reason the family is not using services, we will attempt to contact the family through a variety of methods, including electronic. If we cannot communicate with the family the child may be disenrolled and will receive a Notice of Action after 30 consecutive days of no communication.

Illness, Injury and Medications

When to Stay Home Keep your child home if you suspect or know your child is ill. If in doubt, refer to the guide sheet or phone the office at 755-6945.	Returning After Illness Children must be well enough to participate in all program activities, including outside and water play activities.
Minor Injury or Illness The majority of our teaching staff has received extensive first aid training and are currently certified. All injuries requiring first aid are treated immediately and the incident recorded, with a copy given to the parent. For minor injuries requiring first aid, parents receive the incident report at the end of the session. Parents or other authorized individuals will be called to immediately pick up a child who appears ill during the session.	Major Injury or Illness The majority of our teaching staff have been trained and certified in Pediatric CPR and know how to handle major emergencies. In a major emergency, staff will call 911 and begin emergency procedures. Parents will be called as soon as possible, and given a summary of the incident along with the location of the child. A written report will be given to the parent as soon as possible after the incident. Parents will be contacted immediately if the injury is significant but not needing 911 response.
Health Alerts to Staff Keep staff informed of any allergies, health problems or medications your child may be taking outside of school hours. Under these conditions, your child's school behavior is often affected.	Medications at School Non-prescription medication and ointments (including sunscreen) cannot be administered at school. Sunscreen is important as the program includes outdoor play. We encourage you to apply sunscreen and administer any non-prescription medication before you bring your child to school.

Medication and Incidental Medical Services (IMS)

Children with special health care needs may require medications while in care. Whenever possible, Incidental Medical Services will be arranged so that services provided, specifically medication administered, will not need to be given during program hours. If medication must be given or made available during school hours we will work with families and their health care provider to develop special health care plans for children who need IMS.

The special health care plan describes the unique needs of a child with a disability or a special health care need and specific authorizations and instructions. Signatures from the primary care provider and one of the child's parents/guardians must be obtained on the special care plan. Care plans should be updated as needed, but at least yearly.

No prescription medication will be given to any child without written orders from a prescribing health professional and written permission from a parent/guardian.

Non-prescription (i.e., over the counter) medications, sunscreen and ointments will not be administered at the school. Parents are reminded about the importance of sunscreen and encouraged to apply sunscreen or ointments before bringing the child to the 3-hour program.

Things from Home

Toys Toys from home are best kept at home and are not permitted in the classroom. If your child has difficulty parting with the toy please discuss with us.	Comfort Objects Comfort objects, such as a blanket, used by your child while adjusting to new situations are welcome. Let us know so we can plan to keep track of the item.
Backpacks No backpacks, please! Backpacks can easily contain unacceptable items for a preschool program and cannot be adequately checked by staff. In addition, cubbies have limited space - there is no room for backpacks.	Small Items Hair accessories, jewelry, coins, and other small items easily become lost at school. Whenever possible, keep these items at home.
Personal Use Items Chap/lipstick, pacifiers, crazy straws, balloons, water bottles, etc. present hazards, cannot be shared or stored safely and need to remain home. These items jeopardize the health and safety of all children.	Curriculum-Related Items Books or other items related to our studies are often welcome additions. Please let the teaching staff know what you have to share and how they can best incorporate it into their plans.

Dressing for School

Please wear:	Do Not wear:	Keeping track:
• Comfortable, sturdy washable clothing • Canvas shoes, water shoes, or other types that can withstand paint, mud and water play • Elastic-waist pants or shorts • Sweatshirts and/or T-Shirts • Easy-to-clean sweater or jacket your child can get in and out of, without assistance	• Overalls or button/snap pants with belts • Long dresses or clothing with lots of buttons • Special occasion or expensive clothing • Slippery-soled shoes, such as cowboy boots and party shoes, or flip-flops	• Label every item of clothing you want returned • Send a change of clothing in the provided cloth bag with clothing labeled. Wet, messy clothing will be contained in a plastic bag and placed in your child's cubby at the end of the session. • Check your child's cubby, the coat hooks, and the lost and found rack on a daily basis for shoes, sweaters, jackets, etc.

Food Experiences

Snack Preparation

A simple, nutritious snack is offered to each child daily during the session. In addition, children participate in snack preparation approximately once a week. Children are not forced to participate, however they are given an opportunity to have snack throughout free choice time, as they indicate the desire.

Food from Home

Please share your family and cultural recipes with the teachers.

Any foods from home must be eaten before your child enters the center. Eating is never permitted in the lobby. Candy and gum are not allowed.

We provide all food necessary during the program, at no cost to families, that ensures that the children have nutritious snacks during the time in which they are in the program. Outside food is not permitted.

Food Selection

Please alert us to any food allergies or religious or cultural restrictions your child may have. Refined sugars and processed foods are kept to a minimum and fresh fruits, vegetables and whole grains are emphasized. Snacks are developmentally and culturally appropriate and meet the nutritional requirements specified by the Federal Child and Adult Care Food program.



Recognizing Important Traditions

- Our program will include recognition of the diverse cultural traditions of our families. In honoring the diversity of our families and the rich traditions important to each, we invite you to share your cultural traditions with the children.
- We do not participate in the commercial aspects of holidays, such as Halloween, Christmas, and Valentine's Day.
- The program will not include religious instruction or worship.

Birthdays

Children's birthdays are acknowledged during the closing group time with a predictable program tradition (Birthday crown, candle, song, and personalized Wish Book). Food is not a part of our Birthday Celebrations.

Blue Zones Project Partnership

At the Hartnell Child Development Center, we believe that a healthy school environment lays the foundation for every child's success—physically, socially, and emotionally. To support this commitment, we have proudly partnered with the Blue Zones Project, a community-led wellness initiative designed to help people live longer, better lives by making healthy choices easier and more accessible in the places we live, learn, and work.

What Is the Blue Zones Project?

The Blue Zones Project is inspired by the lifestyles of the world's longest-living people and promotes small, sustainable changes that create healthier, happier communities. Through this partnership, our

center has adopted high-impact, evidence-based practices that support the whole child and foster a culture of wellness for everyone—children, staff, and families alike.

Why We Chose the Blue Zones Project

We chose to align with the Blue Zones Project because its values match our own. The initiative emphasizes:

- Creating supportive environments for movement, healthy eating, connection, and mindfulness.
- Improving well-being at the community level, not just individual behavior.
- Sustainability and joy in healthy living, rather than rigid or short-term approaches.

This initiative provides us with practical tools, training, and strategies to create long-term improvements in our physical environment, classroom culture, family engagement, and staff wellness.

What This Means for Our Center

Through our partnership with the Blue Zones Project, Hartnell Child Development Center is actively implementing wellness-centered practices in the following areas:

- Healthy Foods and Smart Choices
 - We promote nutritious food options in snacks and meals, family engagement events, and classroom celebrations. Our staff model healthy eating habits and support children in making balanced food choices.
- Movement and Active Play
 - Daily routines include a variety of opportunities for movement, outdoor play, yoga, and active learning to help children develop strong bodies, regulate emotions, and reduce stress.
- Mindfulness and Emotional Wellness
 - We teach children to notice their emotions, practice calming techniques (like breathing and stretching), and care for their mental health through peaceful spaces, storytelling, and reflection.

- Connection and Community
 - We foster strong, supportive relationships between children, families, and staff through intentional interactions, collaborative activities, and shared traditions that build a sense of belonging.
- Staff and Family Well-Being
 - Our commitment extends to adults as well. We prioritize work-life balance for our staff, provide wellness resources, and invite families to participate in school-wide wellness initiatives and events.

Positive Benefits for Everyone

- For Children:
 - A calmer, healthier, and more predictable environment supports self-regulation, reduces challenging behaviors, and builds lifelong healthy habits.
- For Staff:
 - A supportive, wellness-focused workplace improves job satisfaction, reduces stress, and increases energy and joy in the classroom.
- For Families
 - Families are empowered to bring wellness practices home, stay connected with the school, and become part of a broader community effort toward healthy living.

By creating a culture that values health, connection, and purpose, we are giving children the strongest possible foundation for lifelong well-being. Our partnership with the Blue Zones Project is not just a program—it's a reflection of our deep commitment to nurturing the whole child in every way.

Let us know how you'd like to be involved—we welcome your participation in this ongoing journey toward a healthier future for all!

Home / School Communication

Learning Genie is used for two-way communication with families. You will receive instructions for use of Learning Genie at Orientation.

<https://www.learning-genie.com/>

Teachers welcome important family information

- We rely on you to let us know what's happening at home. Stressful events, as well as special and exciting ones, can help us shape curriculum to best support your child.

Daily Messages

- You may leave notes with the administrative assistant or lead teacher. Please wait until the end of the session to talk briefly with the teacher. You may also schedule a meeting if more time is needed.
- Learning Genie will have images of children and activities to help you stay connected to the activities of the classroom and to support conversations with your child about what they are experiencing and interested in. **Please note:** These photos are not to be used outside of the Learning Genie application.

Confidentiality

- **Please note:** Staff will only communicate information about a child with his or her parent or guardian. The staff will not discuss issues concerning the child with other adults authorized to pick-up the child.

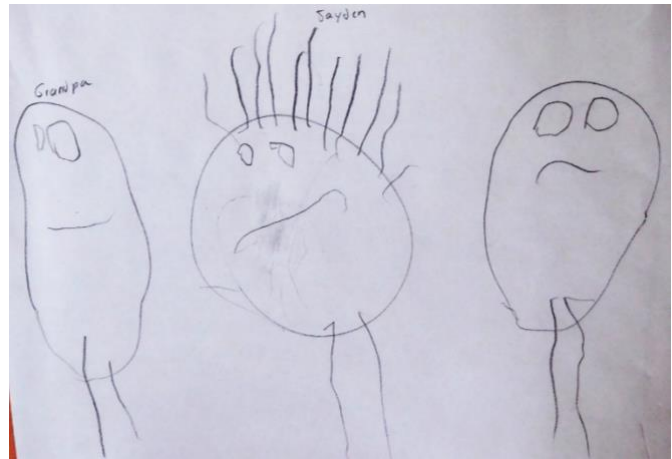
Parent / Teacher Conferences

Regular Conferences

- Teacher/parent conferences are scheduled twice a year, typically during November and May, to review developmental progress of each child.

Other Conferences

- Teacher/parent conferences can be arranged by the parent or teacher, as needed, either before or after the program session.



Parent Participation

- A **mandatory parent orientation** will be held at the beginning of the school year. At least one parent, or other responsible adults representing the parent, must attend along with the child.
- **Parent meetings** will provide information and networking among parents. These are optional meetings, but we hope to see you.
- Share your family traditions, interests and skills with us. You will receive a parent information survey that will help us get to know you and provide resources related to your interests.
- Parents are always welcome to **observe the program** and their child from our observation room. Please check with the Administrative Assistant.
- We invite you to **participate** in school social events, cultural events and educational programs.
- **Volunteer in the classroom.** All parents and/or family members (18 years or older) that will be participating in the classroom must sign a “good health” statement, complete a fingerprint clearance process, submit TB/PPD testing (completed within the previous 3 years, or previous 4 years if done by x-ray or blood test) and have the following immunizations in order to volunteer:
 - Influenza (Optional)-Yearly
 - Measles/Mumps/Rubella (MMR) - no time limit
 - Diphtheria/Tetanus/Pertussis (DTap) - no time limit



Parent Advisory Committee (PAC)

Another way to participate is to join our committee of parents who assist us with planning, developing, and evaluating the program and planning and organizing fundraisers and social events. This group will meet a minimum of three times per year.

Resources and Referrals

- Please enjoy the child development resources available in the lobby of the school.
- If you have any worries about your child or family please share them with the Program Director or the Master Teachers. We are here for you! We can assist with referrals to help meet your family's needs.



Visiting and Parking

Visiting

- Parents are welcome at all times. Sign-in with the Administrative Assistant or Master Teacher prior to entering the classroom. You can observe from the observation booth behind the one-way mirror so your child cannot see you.
- No cell phone use is permitted in the classroom or observation booth at any time.
- Parents are welcome to join their child's community group only if they arrive prior to the start and stay until the end to avoid disruption to the children. Please sign in at the front desk and show proof of appropriate immunizations.

Parking on Campus

- The Center will provide a drop-off and pick-up parking permit which allows 15 minutes of parking.
- If you need additional time, you will need to purchase daily parking permits.
- Parents must follow all campus parking rules to avoid being ticketed. If you do not have a valid day or semester parking permit, you will likely be ticketed.
- Please note: CDC staff cannot help you with ticket disputes. Call Campus Safety at 755-6888.

Some children need predictability for parent visits while others can manage drop-in visits. Plan with your child's teacher for tips on supporting a meaningful and positive experience.

Disasters and Other Emergencies

Emergency Supplies

- Hartnell College stores an adequate supply of water and food for children while waiting for parents to arrive after an emergency has occurred.
- Our staff is trained to handle disasters and other emergency situations. Their training includes pediatric first aid and infant and child CPR.

Emergency Closure

- In the event of an emergency, the college may need to close and parents or other authorized individuals notified to immediately pick up children. Keep your emergency contact phone numbers current at all times.
- During bad weather, earthquake or other emergency conditions, please check for closure announcements on Learning Genie. If the college campus is closed for emergency, the Child Development Center will also be closed. If in doubt, call Campus Security at 755-6888 before coming to school.

Complaints and Abuse Reporting

Complaints

- Any concerns you may have should be immediately discussed with the program teaching staff, and/or director.
- Health and Safety concerns that you believe are not resolved as a result of your discussion with the staff, should be reported to the Department of Social Services, Community Care Licensing at (408) 324-2148.

Child Abuse Reporting

- California Law requires the program staff to report cases of suspected child abuse and/or neglect. A severe penalty will be imposed if staff fail to report their suspicion.
- It is our responsibility to report any unusual or suspicious incidents to Child Protective Services. It is the responsibility of Child Protective Services to investigate and determine whether a child has, or has not, been abused or neglected.

Thank you!

