

MCSD Preschool Program

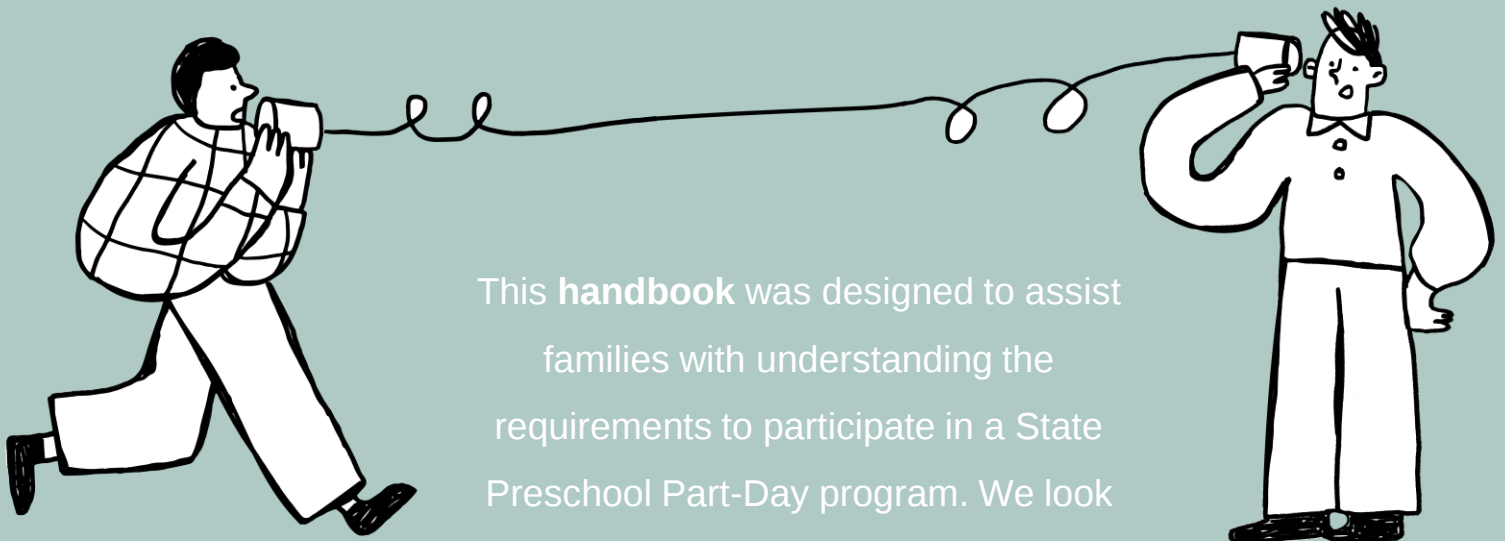
Parent Handbook 2026-2027

MCSD Preschool Program

welcomes your family to our Preschool Panda Family.



Welcome



This **handbook** was designed to assist families with understanding the requirements to participate in a State Preschool Part-Day program. We look forward to serving you!

We are a Local Education Agency that holds a State Preschool Contract funded through the California Department of Education, and the federally funded Title I program.



Program Design | 4

- Mission
- Age Group Served
- Days and Hours of Operation
- Locations
- Open Door Policy
- Group Size
- Refrain from Religious Instruction
- Confidentiality
- Equal Access/Non-Discrimination Statement

Program Philosophy, Goals and Objectives | 7

- Philosophy
- Family Engagement & Strengthening
- Health and Social Services
- Education Program
- Environment
- Nutrition Services
- Community Involvement
- Staff Qualifications & Development
- Continuous Improvement

General Policies | 16

- Code of Ethical Conduct
- Safe School and Harassment Policy
- Suspected Child Abuse
- Clothing & Items from Home
- Photographs & Video Taping
- Daily Schedule
- Field Trips
- Biting
- Discipline and Guidance
- Child Supervision
- Suspension or Expulsion
- Daily Health Screening & Exclusion
- Child Injury | Sick
- Medication
- Emergencies
- Toileting
- Lead Poisoning Prevention



Selection and Enrollment Process | 23

- Waiting List
- Child Admission Priorities
- Steps for Enrollment

Participant Qualifications and Conditions | 25

- Certification of Eligibility
- Family Data File
- Proof of Family Size
- Child Age Eligibility
- Eligibility Criteria

Attendance | 29

- Importance of Attendance
- Attendance Expectations/Policy
- Sign-In and Sign-Out Procedures
- Reporting Absences and Late Arrivals
- Absence Policy
- Abandonment of Care

Disenrollment | 32

- Family Request to Disenroll
- Agency Disenrollment Policy

Grievance/Complaint Procedures | 33

- Complaints Regarding Program Staff
- Uniform Complaint Procedure
- Food and Program Non-Discrimination Statement and Complaint Procedure
- Program Decision Complaints (Appeal Process)

Resources | 37



Mission: Meeting the individual needs of ALL children through developmentally appropriate practices and empowering families.

“Success Starts Here!”

**MCSD Preschool
Program Main Office
Galen Clark Preschool**

Open Monday-Friday 7:30-4:30
(209) 385-6619
211 E 11th St.
Merced, CA 95341

Children Served: Preschool Age 2-4 years
Days: Monday – Friday

School Locations & Contact Information:

Burbank Preschool

(209) 385-6337
609 E. Alexander Ave.
Merced, CA 95330

Clark Preschool

(209) 385-6619
211 E. 11th St.
Merced, CA 95341

Franklin Preschool

PreK 1 (209) 385-6327
PreK 2 (209) 385-6364
2736 Franklin Rd.
Merced, CA 95349

Fremont Preschool

(209) 385-6313
2150 S St.
Merced, CA 95340

Givens Montessori Preschool

(209) 385-6378
2900 Green St.
Merced, CA 95340

Gracey Preschool

(209) 385-6395
945 N. West Ave.
Merced, CA 95341

Muir Preschool

(209) 385-6380
300 W 26th St.
Merced, CA 95340

Peterson Preschool

(209) 381-2869
848 E. Donna Dr.
Merced, CA 95340

Reyes Preschool

RM 32 (209) 385-6749
RM 33 (209) 385-6793
123 South N St.
Merced, CA 95341

Rivera Preschool

(209) 724-2554
945 Buena Vista Dr.
Merced, CA 95348

Sheehy Preschool

(209) 385-6603
1240 W 6th St.
Merced, CA 95341

Wright Preschool

(209) 385-6381
900 E 20th St.
Merced, CA 95340



School Location

PROGRAM DESIGN

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 upon a partnership with parents of the children enrolled. Parents are highly encouraged to participate in their child's classroom. Please keep in mind that visitations and inspections should not disrupt student learning.

Group Sizes: Adult to child ratios are planned for in advance and followed for each age group based on the Title 5 and Title 22 regulations.



Preschool (34 Months to Kinder)

1 adult for every 8 preschoolers

Preschool (24 Months to 33 Months)

1 adult to every 4 preschoolers when the class size exceeds 30% of 2-year-olds

Refrain from Religious Instruction: Our program refrains from religious instruction and worship.

Confidentiality: The use or disclosure of any information maintained in the basic data file concerning children and their families is limited to purposes directly connected with the administration of the program. No other use of the information will be made without prior written consent or through a subpoena. Participants shall have access to information in their basic data file within 5 business days after the program receives a written request.

Equal Access/Non-Discrimination Statement: No person will be subjected to discrimination, or any other form of illegal bias, including harassment. We give equal access to services without regard to sex, sexual orientation, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

PROGRAM PHILOSOPHY, GOALS and OBJECTIVES

Philosophy:

Merced City School District recognizes the importance of play in the learning process for young children. We also recognize that parents are the primary caregivers and educators of their children.

We work to empower children, promote individuality and develop strong partnerships with families while creating an environment that helps young children attain physical, cognitive, social, language and emotional achievements to be prepared for school.

Each family brings a history of life experience and cultural heritage that is respected and valued within our Program. Partnerships between families and the Program are essential to the growth and development of each individual child.

Family Engagement and Strengthening:

Our goal is to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.

Opportunities to participate include, but are not limited to:

- Parent/Teacher conferences are held twice per year. Conferences provide an opportunity for parents to collaborate with the teacher to develop goals for their child
- Engage in Meet and Greet activities with child(ren) during drop-off
- Family Friday events
- Volunteer in your child's classroom
- Quarterly Parent Advisory Committee meetings provide an opportunity for parents to provide input on the nature and operation of the program
- Participating or helping at Program family festivals/events



Note: Parents volunteering in the center less than 5 days per year must have a recent tuberculosis clearance, immunizations(MMR and TDAP), signed good health statement and MCSD Volunteer Authorization form. If you are interested, please visit the main office for a volunteer packet or request from your teacher. Parents/guardians that plan to volunteer 5 or more days must obtain a Live Scan Clearance, complete Mandated Reporter Training and acknowledge Written Code of Conduct.

Health and Social Services:

Our goal is for families to know where to access community health and social services to meet their unique family needs.

A Family Needs Assessment is completed at the time of enrollment and annually thereafter. This form helps to identify the needs of both the child and family, so that the child may be successful in care and school.

Based on the results, staff provide parents with information and/or referrals to other agencies in the community. In addition, staff follow-up with parents to ensure their needs have been met.

Education Program:

Our goal is to ensure all children are making progress in the domains of physical, cognitive, language, and social - emotional development.

Our goal is to provide a program approach that addresses equity, diversity and is developmentally, linguistically and culturally appropriate.

Our goal is to have a program that is inclusive of children with special needs.

We use a tool called the Desired Results Developmental Profile (DRDP) to assess the development of children

- Assessed within 60 days from the first day of attendance & every 6 months (Fall/Spring)
- Assessment outcomes are used to plan and conduct age and developmentally appropriate activities for children



Physical development is supported by:

- Promoting physical activity
- Providing sufficient time to move within the indoor and outdoor spaces
- Providing equipment, materials, and guidelines for active play and movement

Social/Emotional development is supported by:

- Building trust
- Planning routines and transitions so they can occur in a predictable and unhurried manner
- Helping children develop emotional security and facility in social relationships
- Developing an understanding of own social and emotional qualities, including own emotions, behaviors, thoughts and behaviors, and then this understanding of others.

Cognitive and Language skills are supported by:

- Various strategies, including experimentation, inquiry, observation, play, and exploration
- Providing opportunities for creative self-expression through activities such as art, music, and movement
- Promoting interaction and language use among children and between children and adults
- Supporting emerging literacy and mathematical development

Essential Foundations Health and Physical Development

3 year old

 I can communicate my needs using words or gestures.	 I can recognize and communicate my personal body boundaries with adult support.	 I can follow indoor and outdoor safety rules with adult support.
 I can identify and name 5 external body parts.	 I can demonstrate a variety of gross motor skills such as: hopping, skipping, galloping, and balancing.	 I can demonstrate fine motor skills by manipulating small objects with hands and fingers such as: stringing beads and zipping a jacket.

Essential Foundations Health and Physical Development

4 year old

 I can communicate my needs using words or gestures and identify a solution.	 I can independently recognize and communicate my personal body boundaries.	 I can independently follow indoor and outdoor safety rules.
 I can identify several internal and external body parts and describe their function.	 I can demonstrate a variety of gross motor skills such as: hopping, skipping, galloping, and balancing with increased coordination.	 I can demonstrate fine motor skills by manipulating small objects with hands and fingers such as: stringing beads and zipping a jacket with precision.

PROGRAM PHILOSOPHY, GOALS and OBJECTIVES

Literacy Essential Foundations

3 year old

 I am developing my grasp using a variety of drawing and writing tools.	 I can recognize the first letter of my name and 4 other letters.	 I can understand and use words for everyday life.	 I can have a simple conversation with adults and peers.
 I can demonstrate interest in literacy activities.	 I can hold a book correctly and turn pages.	 I can identify that words in a book are where I read.	 I can blend two single-syllable words into a compound word (ex: "cup" and "cake").

Literacy Essential Foundations

4 year old

 I can write my name.	 I can identify 15 uppercase and 15 lowercase letters.	 I can identify or produce 15 letter sounds.	 I can have a conversation on topic with several exchanges.	 I can listen to an informational book and demonstrate an understanding of the text.
 I can listen to a story and recall characters and events in the story.	 I can identify the front and back of the book. I know we read left to right and turn the pages.	 I can understand and use specific words to describe positional words.	 /c/ /at/ I can blend syllables and sounds in words.	 I can produce rhyming words.

PROGRAM PHILOSOPHY, GOALS and OBJECTIVES

Math Essential Foundations

3 year old

 I can count from 1-10.	 I can identify which group of objects has the "same" and "more."	 I can count using 1:1 up to 5 objects.	 I can sort by one attribute.	 I can duplicate a pattern.
 I can identify: square, circle, rectangle, and triangle.	 I can identify "under, in, on, inside, outside, up and down."	 I can identify, without counting, the number of objects in a group of up to 4 objects.	 I can answer the question "How many?" by counting.	 I can identify a few numerals 0-10.

Math Essential Foundations

4 year old

 I can count from 1-30.	 I can compare groups of objects using "more," "same," "less" or "fewer."	 I can count using 1:1 up to 10 objects.	 I can sort by one or more attribute.	 I can create a variety of patterns.
 I can identify and describe: square, circle, rectangle, and triangle.	 I can compare two objects by length, weight or capacity.	 I can identify without counting, the number of objects in a group of up to 5 objects.	 I can count and communicate the total number of objects in a group.	 I can identify numerals 0-10.

PROGRAM PHILOSOPHY, GOALS and OBJECTIVES

Social Emotional Essential Foundations

3 year old

 I can describe myself.	 I can stay engaged in an activity for at least 5 minutes.	 I can make efforts to regulate my own behavior with adult support.	 I can identify my own feelings.	 I can seek adults for help.	 I can follow one to two step directions.
 I can engage in pretend play with peers with adult support.	 I can play cooperatively following group rules and roles with adult support.	 I can separate from my parents without getting upset.	 I can initiate friendships with peers.	 I can show empathy or concern for others when they are upset.	 I can initiate learning activities with adult support.

Social Emotional Essential Foundations

4 year old

 I can describe myself and others.	 I can stay engaged in an activity for 10 minutes or longer.	 I can regulate my emotions and behavior with adult support.	 I can identify my feelings and the feelings of others.	 I can seek adult help to problem solve or resolve conflicts.	 I can follow two to three step directions.
 I can engage in pretend play with peers.	 I can play cooperatively following group rules and roles.	 I can separate from my parents without getting upset.	 I can develop friendships with peers.	 I can show empathy and offer help for others when they are upset.	 I can initiate learning activities.

PROGRAM PHILOSOPHY, GOALS and OBJECTIVES

Environment:

Our goal is for each of our classrooms to provide a safe, healthy and welcoming environment that supports the broad development needs of children.

We use the Classroom Assessment Scoring System (CLASS). CLASS is an observational instrument that captures the quality of the teachers-child interactions in a classroom.

In addition, we also use the CLASS Environment Tool, which focuses on whether specific items in the learning setting are present. It examines the classroom arrangements, displays and materials.

Based on the assessment outcomes, action steps are taken for continuous quality improvement.

In addition, our environments are set-up using our adopted curriculum. **Learning Genie, Discover and Grow Curriculum** is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. It aligns with the Preschool Transitional Kindergarten Learning Foundations and the DRDP 2025.



PROGRAM PHILOSOPHY, GOALS and OBJECTIVES

Nutrition Services:

Our goal is to ensure children have a nutritious snack during their time in the program. Snacks that are culturally and developmentally appropriate and meet the USDA nutritional requirements for our age group.

Mealtime is a learning experience for our children. It's a time for conversations, practicing manners and building fine motor skills.



Meals are provided at no cost to families. Balanced nutritious meals include a snack. Monthly menus are posted on the bulletin board and MCSD website.

Food Allergies and Preferences:



If your child has any food allergies, or can not eat certain foods for religious or personal reasons, please notify the teacher immediately. Please obtain necessary forms to have completed to provide substitutions.

MCSD Wellness Policy:

District Wellness Policy The federal government requires any school District that participates in the National School Meals Program to have a local school wellness policy. (Education Code 49432; 42 USC 1758 b; 7 CFR 210.31) MCSD's Wellness Policy and FAQs address physical activity, wellness education, and nutrition as they aim at improving the health, attendance rate, and academic performance of our students. The Nutrition goals outline standards for what food is sold, served, or distributed on our campuses, as well as celebrations and parties, classroom snacks brought by parents, and student rewards or incentives.

Standards include:

- Each school will ensure that the foods and beverages sold, served, and given on the school campus to students starting at midnight and up to one-half hour after the school day will comply with the California Education Code and California Code of Regulations.
- To ensure compliance, it is recommended that all foods provided during parties/celebrations, etc., be purchased through the Nutrition Services Department (pizza parties, lunch with the principal for attendance, student birthdays, holiday celebrations, student achievements, etc.). Contact the SNS office for order forms (385-6654). Parties/celebrations will be limited to one time per month per classroom. Celebrations will be held after lunch.
- Parties/celebrations will make every attempt to include physical activity and healthy foods. Celebration foods must be individually wrapped, allergen-free, comply here, or be from this preapproved list:
 - Fruit kabobs
 - Yogurt tubes/cups served with fresh fruit
 - Healthy granola bars
 - Graham crackers
 - Apple slices with toppings
 - Popcorn
 - Baked Chips
 - Whole Grain Muffins or Cookies
- Fundraisers do not include after-school sporting events or activities. Non-compliant food-related fundraisers are prohibited on school campuses from midnight to one half-hour after school.
- Each school will support fundraising efforts that promote healthy eating by selling healthy food items or non-food items.
- Rewards and incentives: The District will provide teachers and other relevant school staff with a list of alternative ways to reward children.
- Foods and beverages will not be used as a reward or withheld as punishment for any reason, such as for performance or behavior.
- Please refer to the California Department of Education's website for further guidance.

Community Involvement:

Our goal is to encourage coordination between the community and our program through:

- Soliciting support from the community including the solicitation of donated goods and services
- Providing information to the community regarding our services available
- Facilitating relationships and collaborations with other community agencies
- The program also invites guests from the community to present to our parents, students, and staff



Staff Qualifications and Development:

Our goal is to implement a staff development program that adequately equips each staff member with the information necessary to carry out his or her assigned duties.

Our program makes professional development of individuals working with children and families a priority. All teachers hold the appropriate child development permit (at minimum the Site Supervisor level), have a Bachelors Degree, and attend ongoing professional development related to early education.

Continuous Improvement:

Our goal is to implement an effective annual program self-evaluation process to support continuous improvement.

The process includes:

- Assessment of the program by parents using the Desired Results Parent Survey
- Assessment of the program by staff and board members using the Program Monitoring Instrument, Desired Results Developmental Profile, CLASS tools, and California's Quality and Improvement System(QRIS)

Based on the results, goals and action steps are developed and implemented.

Code of Ethical Conduct:

All families must commit to demonstrate the following core standards/values during all interactions while enrolled in our program:

- Communicate effectively in a calm manner
- Be courteous
- Maintain order
- Show respect to others
- Take responsibility for own actions
- Be punctual
- Respect the dignity, worth, and uniqueness of each individual present at the center
- Respect diversity
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect



Safe School and Harassment Policy:

The following behaviors will not be tolerated and are **prohibited** at any of our facilities:

- Behavior which threatens the safety, welfare or morals of others
- Under the influence of and/or possession of alcohol, marijuana or drugs
- The possession of any weapon, look alike weapon (toy), or any object which ejects whether functional or not
- Behavior which would cause, attempt, threaten, or conspire to cause damage to personal or real property or person through arson, burglary, extortion, larceny (stealing), criminal mischief, battery (hitting people), assault (making a person fearful of hitting), harassment (threat to commit an illegal act), sexual harassment, sexual intimidation, hazing (actions intended to endanger or embarrass others)
- Use of obscene and profane language

SAFE SCHOOL NOTICE



ALCOHOL, DRUG AND WEAPON FREE ZONE.

GENERAL POLICIES

Suspected Child Abuse:

Our staff are mandated reporters. The safety and well being of your child always comes first. State law requires that staff report known or suspected instances of a child abuse to Child Protective Services or to local police officials. This abuse includes physical abuse, sexual abuse, emotional abuse or neglect.

Photographs and Video Taping:

The program periodically takes photos and/or videos during special events, and to document a child's developmental progress. If for any reason, you have a concern regarding your child's picture/video being taken, please talk with your child's teacher immediately or the Program Office to complete the District G9 opt out form.

Daily Schedule:

Our program offers an AM and PM session that are both 3 hours in length.

Classroom daily schedules may vary from classroom to classroom. The daily schedule is posted on the parent bulletin board in each classroom. Daily schedule components consist of: whole group(carpet/story), small group, center/free choice, snack, outdoor time.

Field Trips and In Class Presenters

We offer these free of charge. Field trips and presenters have an educational purpose that are incorporated into the classroom activity plans prior. Children are only allowed to participate in field trips with parent's written consent.

Clothing and Items from Home:

Your child will be very active during the school day and should dress in comfortable and washable clothes. Shoes must be worn at all times. Closed-toed shoes like tennis shoes are preferred.

Please send a change of clothes for your child in case of a spill or accident.



GENERAL POLICIES

Discipline and Guidance:

Rules and limits are set to keep the children safe and help them get along with other children and adults. Positive methods of guidance and re-direction is used with a strong focus on social-emotional development to help children gain social skills that allow them to relate and communicate with others in a healthy way.

Staff work to build a positive relationship with every child. Every effort will be made to handle discipline problems through redirection, problem solving, re-arrangement of the environment, and staff - parent collaboration. Open-communication with each-other is key. A team meeting will be called to create a plan to develop strategies to prevent this type of behavior in the classroom and to ensure student success. This plan will be kept in the child's student as they transition to elementary school so that teachers and staff know what approach works best to help the child be successful. This team may consist of the Positive Behavioral Interventions and Support Teacher, Classroom Teacher, BCBA(Board Certified Behavior Analyst) and Administrator.

There will be no use of corporal punishment or violation of personal rights. We do not spank, punish or threaten our students.



Program Expectation:



Biting

Biting is very common among groups of young children, for various reasons. Understanding why the young child bites is the first step in preventing biting as well as teaching the child alternatives to biting.

GENERAL POLICIES

PBIS Matrix:

I am safe at school when I have...	Carpet	Centers	Snack	Restroom	Outdoor Play
H Helpful Hands	*Keep your hands to yourself  	*Share space and materials *Clean up before moving on  	*Try to open your own snack *Use utensils appropriately *Clean your area  	*Flush the Toilet *Wash your hands *Throw your trash away   	*Share space and materials *Clean up materials *Keep your hands to self  
H Helpful Feet	*Keep your feet to yourself *Stay in your space *Quiet Feet 	*Use walking feet when moving around the classroom 	*Keep your feet on the floor *Stay in your space at the table 	*Walk in the bathroom *Keep your feet on the floor 	*Run in the grass, walk on the sidewalk *Keep your feet to yourself 
H Helpful Mouth	*Wait for your turn to speak *Use an inside voice 	*Ask for help *Use kind words *Use an inside voice 	*Taste your food *Use an inside voice 	*Use an inside voice 	*Ask for help *Use kind words 

Suspension or Expulsion:

Our program prohibits or severely limits the use of suspension and expulsion because of a child's behaviors. In addition, the program can not persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

The program will take many steps to address a child's challenging behaviors, with the goal being to aid the child's safe participation in the program.

In the event a child is suspended or expelled due to persistent and serious behaviors, the program will issue a Notice of Action that is effective 24 hours after the notice is issued.

Persistent and serious challenging behaviors are defined as either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance.

Child Supervision:

Staff actively ensure that our environments are safe and no child will be left alone or unsupervised at any time.

Supervision is everyone's responsibility, so in addition to our staff, parents must also use active supervision techniques to ensure our environments are safe.

Parents must:

- Ensure gate and door is closed and secured
- There is a NO cellphone policy when dropping off/picking up your child, please give your child your undivided attention
- Ensure child is signed in and out every day with your full legal signature and exact time
- Hold child's hand in the road and parking lot
- Encourage children to follow safety rules
- Report safety and supervision concerns to staff immediately

NOTE: If a child is suspended or expelled, the parent has the right to file an appeal directly to the State Department no later than 14 calendar days after receipt of the Notice of Action. (For more information, see Grievance/ Complaint Procedures/Program Decision Complaints)

GENERAL POLICIES

Daily Health Screening and Exclusion:

In order to help prevent the spread of children's diseases, licensing requires that each child receive a daily health check upon arrival at the classroom. No child shall be accepted without contact between program staff and the person bringing the child to class. The person bringing the child to the center must remain until the health check has been completed and the child is accepted.

Children will be excluded from the center if they experience any of the following:

1. **Gastro-intestinal:** nausea, vomiting, diarrhea, abdominal pain within the last 24 hours
2. **Throat and neck:** redness, spots, sore throat, infected tonsils, swollen glands
3. **Eyes:** discharge and/or redness
4. **Skin:** rashes, spots, eruptions, etc.
5. **Hair:** live lice, infected areas on scalp
6. **Nose and ears:** discharge with symptoms such as fever, coughing or other symptoms
7. **Temperature:** fever over 100 degrees F within the last 24 hours



Child Injury | Sick:

Staff are trained to administer CPR and First Aid. If your child is hurt during the day, staff will administer first aid and provide an injury/incident report.

If your child incurs an injury requiring immediate medical attention you will be contacted and your child will be transported via ambulance to the closest hospital. A staff member will accompany them.

In the event that a child becomes ill or injured while in care:

- Parent will be notified immediately if their child becomes ill or sustains an injury more serious than a minor cut or scratch.
- For less serious injuries, including, but not limited to, minor cuts and scratches requiring assessment and/or first aid by staff, the program will document the injury in the child's record and notify the child's parent of the nature of the injury when the child is picked up from the center.
- If the child becomes ill enough to require isolation, the child's parent will be asked to have the child picked up from class as soon as possible.

Medication:

In the event that your child needs to take medication, a staff member may only give it to your child if your doctor provides written instructions. If your child is taking prescribed medications that must be given during class, you and your doctor must complete and submit an authorization form first.

Medications must be in the original container with your child's name on the pharmacy label. Always give medications directly to the teacher and do not leave it in your child's bag.

Emergencies:

Each site's emergency plan is posted in the classroom and emergency drills are conducted monthly (Fire, Lockdown, shelter in place, earthquake and evacuation). In the event of a major disaster or unusual emergency, the District's communication system, Parent Square will be used to notify you of the most up to date information regarding the emergency situation.

Toileting:

For non-potty trained children, the program provides wipes. Parents must provide diapers/pullups.

If your child is not independently toileting, when developmentally appropriate, our staff will work with you to set bathroom goals, expectations and routines through our Toileting Plan. In partnership with you we work toward getting your child to be independent in the bathroom. If an accident occurs, we will support them to change into clean clothing. Please make sure that you bring a fresh change of clothing the day after an accident occurs in class.

Lead Poisoning Prevention:

Currently, there is no known safe level of lead in the body. It is important for parents to become aware and knowledgeable about lead poisoning and preventative measures. Our school sites and classroom undergo testing every 5 years.

Lead poisoning can potentially become a serious illness that can cause various health concerns in children such as:

- Anemia
- Decreases in intelligence quotient (IQ)
- Behavioral problems
- Decreased auditory function
- Slowed growth

It is important for parents to understand preventative measures by:

Knowing the sources of lead exposure such as:

- Interior/exterior paint
- Soil
- Drinking water (e.g. private well)
- Folk remedies
- Parental occupations (e.g., construction, plumbing, battery manufacturing)

Proper nutrition such as:

- Calcium rich foods (e.g., milk, yogurt, cheese, leafy green vegetables)
- Vitamin C foods (e.g., fruits and vegetables)
- Iron rich foods (e.g., red meats, beans, iron fortified)

Early and Periodic Screening, Diagnostic and Treatment (EPSDT), states that children should undergo clinical diagnosis and assessments that would account for a blood lead level (BLL) count during 12 and 24 months of age in order to measure lead toxicity. Assessments should be given to children at six and nine months of age and thereon after up to the age of six years old.



Children under the age of six years old are more vulnerable to lead exposure.

SELECTION and ENROLLMENT PROCESS

Enrollment into the preschool program is determined by specific family eligibility criteria. In addition, a child's parents must live in California. Priority will be given to families that reside within the Merced City School District boundaries. Families complete a certification process at initial enrollment and remain eligible to receive services for the current program year and for the following program year, as long as the child is age-eligible.

Ways to Apply

Online: preschool.mercedcsd.org/families/registerenroll

In-person: Galen Clark Preschool 211 E 11th St Merced , CA 95341

Child Admission Priorities:

5% of preschool enrollment is set-aside for children with disabilities.

NOTE: Only the child in the family who has a disability may be enrolled within this enrollment category.



For **95% of preschool enrollment** when an opening is available, we access the waiting list and contact families based on the following program admission priorities:

First: Child is recipient of Child Protective Services or At-Risk of being neglected, abused or exploited.

Second: Once the set-aside is filled, children with disabilities from income eligible family. Prioritize based on income ranking order.

Third: Eligible three-year-old and four-year-old children not enrolled in Transitional Kindergarten. Prioritize children with the lowest income ranking first.

If 2 or more children are within the same ranking prioritize dual language learners, then based on the child who has been on the waiting list for the longest time.

Fourth: Eligible two-year-old children, prioritize children with the lowest income ranking first.

Fifth: Family income is not more than 15% above income threshold (limited to 10% of funded enrollment excluding children with disabilities). Prioritize as follows:

- 1) Child with disabilities in income ranking order
- 2) Children in income ranking order

Note: If 2 or more children are within the same ranking, admit the child who has been on the waiting list for the longest time

Sixth: Family resides in approved Neighborhood School Boundary. Prioritize based on income ranking order.

After all applicable families have been prioritized, a non-prioritized family may be enrolled that includes children with disabilities from families with income above 15% of the income threshold who were not enrolled within the set-aside.

The Three Step Process:

Pre-Application, Eligibility, and Registration



Complete and submit the **PRE-APPLICATION**, available online, at any District Elementary School Office or the main Preschool Office at Galen Clark. This step will secure a place on the Eligibility Ranking list. Ranking, for the most part, is based on family size and income.



Staff will contact you for an **ELIGIBILITY APPOINTMENT** when your priority and ranking number is reached.



REGISTRATION: Complete all necessary registration documents and choose a school site based on available space.

PARTICIPANT QUALIFICATIONS AND CONDITIONS

Family Data File:

A family data file is maintained for each family receiving services. When a child's residence alternates between the homes of separated or divorced parents' eligibility must be determined separately for each household in which the child is residing during the time services are needed.

Proof of Residency

Determination of eligibility shall be **without regard** to the immigration status of the child or the child's parent(s), unless under a final order of deportation from the United States Department of Homeland Security.

- Must live in California
- Families experiencing homelessness shall submit declaration that they reside in California
- Any evidence of a street address or post office address in California, including the 4-digit zip code extension
- Priority given to families who reside within MCSD boundaries

If enrolled as residing in an approved neighborhood school boundary, proof of residency is required:

- Verified residency within approved neighborhood school boundary

Family Language Survey

Identification of your child as a dual language learner in California State Preschool Program means that your child will benefit from additional support from the program in order to develop their home language and English language skills. This identification will serve them only in preschool and is different from any identification process or program supports a child might receive as an English learner in Transitional Kindergarten and beyond.

Child with Disability

If your child has a disability, the file must contain the following documentation in order for us to best serve your child:

- Individualized Education Program (IEP)
- Individual Family Service Plan (IFSP)



PARTICIPANT QUALIFICATIONS AND CONDITIONS

Court Order

If there is a court order that impacts child care services, include in the family data file.

Proof of Family Size:

Biological/Adoptive Parent: “Family” shall be considered the parents and the children for whom the parents are responsible, who comprise the household in which the child receiving services is living.

Guardian/Foster Parent: “Family” shall be considered the child and related siblings.

Participants must provide the names of the adults and the names, gender and birthdates of the children identified in the family.

At least one document for **ALL** children counted in the family size must be on file & indicate the relationship of the child to the parent.

- Birth Certificate or other live birth records
- Child custody court order
- Adoption documents
- Foster care placement records
- School or medical records
- County welfare department records
- Other reliable documentation indicating the relationship of the child to the parent

Child Age Eligibility:

For a State Preschool program, age is based on the statutory age of a child. Statutory age eligible children may participate in the State Preschool program as defined below:

- **Four-Year-Old:** Birthday on or before December 1st
- **Three-Year-Old:** Birthday on or before December 1st **OR** if 3rd birthday is on **OR** after December 2nd, child may be enrolled on or after 3rd birthday
- **Two-Year-Old:** Child turns two-years-old on or before their first day of school

Health and Emergency Information:

California’s Child Care Licensing Program provides oversight and enforcement for licensed Child Care Centers. **As part of the enrollment process**, parents must submit the following licensing documentation/forms:

- Identification and Emergency Information
- Up-to-date Immunization Record
- Physician’s Report (LIC 701) (Medical examination within last 12 months)
- Proof of Tuberculosis Clearance (Results, date given, and date read)
- Notification of Parents’ Rights form (LIC 995)
- Personal Rights Form (LIC 613A)
- Consent for Emergency Medical Treatment form (LIC 627)
- MCSD Health and Developmental History

PARTICIPANT QUALIFICATIONS and CONDITIONS

Eligibility Criteria:

Participants must provide documentation of eligibility in **1** or more of these eligibility categories:

Child is Recipient of Child Protective Services or Child Identified as At-Risk

- Self-Certification of Income **AND**
- Referral Letter

Child with Disability

- Self-Certification of Income **AND**
- Individual Family Services Plan (IFSP) **OR**
- Individualized Education Program (IEP)

Family Experiencing Homelessness

- Self-Certification of Income **AND**
- Referral Letter **OR**
- Parental Declaration of Homelessness

Receiving Benefits from Governmental Program

CalWORKs, Medi-Cal, CalFresh, California Food Assistance, California Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Food Distribution Program on Indian Reservation, Head Start or Early Head Start.

- Enrollment Documentation, such as Notice of Action | Receipt of Aid | Verification of Benefits **AND**
- Copy of Governmental Program Application **OR**
- If not available, Self-Declaration of Income as declared on the program application



Income Eligibility: (Income eligible & 15% above SMI)

Regular and Steady Income:

Total countable income from either month of the 2-month window immediately preceding certification

Fluctuating or Inconsistent Income: Total countable income from 12 months immediately preceding certification

Guardian or Foster Parent(s):

- Documentation of Monthly Income (For child and their related siblings)

Biological or Adopted Parent(s):

- Authorization to Release Employment Information (if applicable) **AND**
- Documentation of Income (ALL sources for ALL parents in family)

Self-Employed Parent(s):

- Combination of documentation to establish income, including Business Revenue **AND** Expenses

Approved Neighborhood School Boundary

- Self-Certification of Income **AND**
- Verification of Home Address (Example: Utility bill | Property tax bill | Voter registration | Rental/lease agreement | Government agency letter | Pay stub)

PARTICIPANT QUALIFICATIONS and CONDITIONS

COUNTABLE/NON-COUNTABLE INCOME REFERENCE SHEET (CSPP Program)

Countable Income is income of individuals counted in the family size that shall be included when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.	Non-Countable Income is income of individuals counted in the family size that shall be excluded when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.
1. Gross wage or salary, commissions, overtime, tips, bonuses, gambling or lottery winnings 2. Wages for migrant, agricultural, or seasonal work 3. CalWORKs cash aid 4. Gross income from self-employment less business expenses with the exception of wage draws 5. Disability or unemployment compensation 6. Worker's compensation 7. Spousal support, child support from the former spouse or absent parent, or financial assistance for housing costs or car payments paid as part of or in addition to spousal or child support 8. Survivor (i.e., SSA) and retirement benefits 9. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties 10. Rent for room within the family's residence 11. Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent 12. Veteran's pension 13. Pension or annuities 14. Inheritance 15. Allowances for housing or automobiles provided as part of compensation 16. Insurance or court settlements for lost wages or punitive damages 17. Net proceeds from the sale of real property, stocks or inherited property 18. Other enterprise for gain	1. Earnings of child under eighteen (18) years 2. Loans 3. Grants or scholarships to students for educational purposes 4. Federal Supplemental Assistance Program (CalFRESH/SNAP) or Women, Infants and Children (WIC) benefits or other food assistance 5. Earned Income Tax Credit or tax refund 6. Foster care grants, payment or clothing allowances for children placed through child welfare services 7. Relative Caregiver Funding Program 8. California Guaranteed Income Pilot Program 9. GI Bill entitlements, hardship or hazardous duty, hostile fire or immediate danger pay 10. Adoption assistance payments 11. Non-cash assistance or gifts 12. All income of any individual counted in the family size who is collecting federal Supplemental Security Income (SSI) or State Supplemental Program (SSP) benefits 13. Insurance or court settlements including pain and suffering and excluding lost wages and punitive damages 14. Reimbursements for work-required expenses that include uniforms, mileage, or per diem expenses for food and lodging 15. Business expenses for self-employed family members 16. When there is no cash value to the employee, the portion of medical and/or dental insurance documented as paid by the employer and included in gross pay 17. Disaster relief grants or payments, except any portion for rental assistance or unemployment 18. AmeriCorps Volunteers In Service to America (VISTA) and Federal Emergency Management Agency (FEMA) stipends, room and board, and grants 19. Basic Allowance for Military Housing (BAH) when part of compensation. (Note: Contractor must obtain written approval from the Department prior to waiving)

Note: Verified child support payments paid by the parent whose child is receiving child development service may be subtracted from family's countable income

Importance of Attendance:

Attend today, achieve tomorrow
Your child's regular attendance matters...



Infant/Toddler
Time to develop stable, nurturing relationships. A healthy attachment base is the cornerstone for life long learning.



Preschooler
Time for building the social, emotional, cognitive & language skills necessary for school readiness.



Elementary
Time to develop reading skills needed to transition from "learning to read" to "reading to learn"



Middle or High Schooler
Time to develop strategies to become independent, build future dreams & habits for college and/or the workforce.



Adult
Time to land a great job. Good attendance, dependability & work ethic are valued above all other soft skills.

Absent 2 days per month = Absent 24 days per year
= Your child's learning is 1 month behind their peers!

Don't let your child miss-out on the skills needed to be successful in school & life

Attendance Expectations/Policy:

Children are **expected to attend school daily Monday- Friday for 3 hours per day according to the District Calendar of Operation.**

A family may be disenrolled from the program after 10 unexcused absences.

Regular and consistent attendance is important. It allows the family to maximize the benefits of the child's early learning and care experience.

Sign In and Out Procedures:

Parents or authorized adults must sign their child in and out every day, using their full legal signature. Arrival and departure times are also required daily.

Staff will only release children to adults listed on the Emergency Card unless the parent has notified the Preschool Office or teaching staff in advance and **in writing** that another adult is authorized to pick the child up. That person will need to have a valid ID. If a parent or legal guardian requests that one of the child's parents not be allowed to remove their child from school, a court order will be required. Otherwise, all parents who can provide proper identification will be allowed to pick their child up from school.

Reporting Absences and Late Arrivals:

When a child is absent from regularly scheduled care it is the parent/guardian's responsibility to notify the child's teacher. The absence will be noted on the sign in and out sheet and an **Absence Slip** must be completed with the date and reason for the absence.

If your child will arrive late or you need to pick your child up early, please call the classroom to notify the staff.

Absence Policy:

Excused Absence:

- Illness of child or parent/guardian, ailment, communicable disease, injury, hospitalization or quarantine
- Appointment due to illness of child or parent/guardian, which includes doctor, dentist, mental health
- Absences related to a child's disability, including services outlined in the child's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP)
- Absences due to child suspension or expulsion
- Court ordered visitation for time spent with a parent or relative as required by law. (Court order must be on file)
- Observance of a religious holiday

Best Interest Days: (maximum of 10 days per program year between July 1-June 30; except for children enrolled due to protective services or at risk)

Parent determines that another activity is better for the child to attend, such as:

- Parent/family vacation or day off of work
- Child is tired/unable to participate in class/program activities
- Sibling fieldtrip
- Visiting with a family member
- Family bonding
- Any other reason the parent deems to be in the best interest of the child

Family Emergency:

A family emergency is defined as an unplanned situation of a temporary nature that may prevent a child from attending the program. Acceptable circumstances include, but are not limited to:

- Court appearance
- Death, accident, severe illness or hospitalization of a family member
- Illness or quarantine of sibling
- No transportation
- Utility emergencies impacting the household (e.g., loss of power, water, or gas)
- Severe weather conditions or disasters directly affecting the household, including fire, flood, or shelter-in-place orders
- Extreme family crises, including but not limited to: Loss of housing, domestic violence, being a victim or witness to a crime, or community concerns that make it unsafe for the child to participate in the program

Disenrollment Due to Unexcused Absences :

The program shall disenroll any child from the program in the event the child has accumulated more than 10 unexcused absences in a program year.

Family Request to Disenroll:

When a family chooses to disenroll from the program, they are required to notify the program in writing at least 2 weeks in advance of the last day of attendance

Agency Disenrollment Policy:

Families will be issued a Notice of Action at least 19-days if mailed or 14-days if hand delivered prior to disenrollment from the program. **The program may deny services or disenroll** a family for any of the following reasons, which include, but are not limited to:

- Falsification or providing misleading information or inaccurate documentation
- Knowingly misrepresenting eligibility, using incorrect or inaccurate information to obtain a benefit that the parent would otherwise not be entitled to receive
- Failure to provide current and correct information at the time of certification
- Non-compliance of agency policies
- Parent changes residency outside of California as reported by the parent
- At the conclusion of the family's certification period, failure to complete the recertification process
- Child has accumulated more than 10 unexcused absences.
- Failure to accurately complete sign-in/out sheets on a daily basis or falsification of those records
- Threatening, yelling, using profanity or acting unethically towards any staff member.
- Violation of the Safe School & Harassment policy(Our office and school sites are alcohol, drug and weapon free zones)
- Unavailability of program funds. If it is necessary to displace families due to funding, families will be displaced in reverse order of enrollment priority

Complaints Regarding Program Staff:

Program staff work to ensure that you and your family have a positive experience in the program. If you have concerns that are not complaints of unlawful discrimination or alleged violations of laws/regulations and would like to make a complaint, please follow the escalation process, so that concerns can be addressed and resolved in the correct manner.

Level 1:	Complaint is brought to the attention of the Teacher
Level 2:	If complaint is not resolved by the Teacher, it is brought to the attention of the Program Director
Level 3:	If complaint is not resolved by Program Director, it is brought to the attention of the Associate Superintendent

Uniform Complaint Procedure:

Complaints of unlawful discrimination and alleged violations of federal or state laws, or regulations governing educational programs may be addressed by filing a complaint using the Uniform Complaint Procedures. Procedures are provided annually in the Parent Handbook to parents, are available anytime by contacting our office and can be found on the MCSD Website.

ANNUAL NOTIFICATION OF UNIFORM COMPLAINT PROCEDURES (UCP) 2026-2027 SCHOOL YEAR (Board Policy 1312.3)

The Merced City School District has the primary responsibility to ensure compliance with applicable federal and state laws and regulations. The Uniform Complaint Procedures (UCP) is established to investigate and resolve allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, non-compliance with laws relating to pupil fees and the District's Local Control and Accountability Plan (LCAP). The Merced City School District will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying on the basis of the student's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, age, marital or parental status, as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance. Programs and Activities Subject to the UCP.

GRIEVANCE / COMPLAINT PROCEDURES

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education Career Technical and Technical Education, Career Technical, Technical Training (state)
- Career Technical Education (federal)
- Child Care and Development
- Compensatory Education
- Course Periods without Educational Content
- Educational and Graduation
- Requirements for Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school District and Children of Military Families
- Every Student Succeeds Act Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education
- Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

Food and Nutrition Program Non-Discrimination Statement and Complaint Procedure:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) Civil Rights Regulations and Policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint form (AD-3027) found online at usda.gov/oascr, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: 1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 | 2) Fax: (202) 690-7442 | 3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

Program Decision Complaints (Appeal Process):

Parents enrolled in state subsidized programs have the right to a fair and unbiased hearing if they disagree with a proposed action. Upon receipt of an on-time request for an appeal hearing, the intended action will be suspended and child care services will continue until the appeal process has been completed, with the exception of children who have been suspended or expelled. In the event a child is suspended or expelled due to persistent and serious behaviors that impact the safety of children, the child may NOT attend the program during the appeal process. The review process is complete when the appeal process has been exhausted or when the parent abandons the appeal process. The Appeal Hearing process is as follows:

Step 1: Request for Appeal Hearing

Request for an appeal hearing must be filed within 14 calendar days after the participant receives the Notice of Action (NOA). A request must include the effective date of the NOA, parent name, phone number, full address, an explanation of why the parent disagrees with the agency's action and date the request is signed.

Request for hearing may be submitted by mail, in person, phone or e-mail to:

MCSD Preschool Program

Attention: Hearing Officer

211 E. 11th St

Merced, CA 95341

Telephone (209) 385-6618

Clarkpreschool@mercedcsd.org

In the event that the action taken is due to **child suspension or expulsion**, a request for an appeal hearing is sent directly to the State Department (Skip to Step 5).

Step 2: Schedule Hearing

Within 10 days of receiving a parent's hearing request, the parent will be notified of the time and place of the hearing. To the extent possible, the hearing date and time will be convenient for the parent(s). The hearing shall not be scheduled more than 14 calendar days from the date the hearing officer contacts the parent to schedule the hearing. In the event that a parent or parent's Authorized Representative cannot keep the scheduled hearing date/time, the parent must notify the Hearing Officer in advance of the hearing date/time. A parent may request to re-schedule the hearing date 1 time.

Step 3: Conduct Hearing

The hearing will be conducted by an administrative staff person who shall be referred to as "the hearing officer." In the event that a parent is unable to attend the hearing at the designated location accommodations will be arranged and agreed upon between the parent and hearing officer. For any hearing not conducted in person, verification of parent identity will be required, along with prior submission of documentation. The hearing will be recorded. During the hearing, the parent or Authorized Representative will have an opportunity to provide support documentation and explain the reasons that they disagree with the proposed action indicated by the referenced NOA should not be carried out.

This will be a formal hearing, and the parent must comply with the directions of the hearing officer during the course of the hearing. Failure to comply with directions will result in the hearing being ended and the contested action being taken. A parent designating an Authorized Representative to be present must inform the agency in writing prior to the hearing. Please do not bring people to the hearing unless they are a designated Authorized Representative. No children are allowed to be present during the hearing. For failure to appear, it will be deemed that parent has abandoned the appeal and care ends immediately.

Step 4: Agency Hearing Decision

Hearing officer will send notification in writing, of decision within 10 calendar days after hearing.

Step 5: Request for Appeal Hearing with State Department

If parent disagrees with the agency's hearing decision OR if the action taken is due to child suspension or expulsion, the parent has 14 days from date of the written decision/action to file an appeal with the appropriate Department. The appeal(s) must include a written statement specifying the reasons parent disagrees with the agency's action, a copy of the decision letter and a copy of both sides of the NOA.

Request for State Department hearing must be submitted to:

California State Preschool Programs (CSPP):

California Department of Education (CDE)
Early Education Division
Attn: Appeals Coordinator

Mail: 1430 N Street, Suite 3410
Sacramento | CA | 95814

Email: ELCDAppeals@cde.ca.gov

Telephone: 916-322-1273

Fax: 916-323-6853

Step 6: Early Education Department(EED) Hearing Decision

Within 30 calendar days after the receipt of the appeal, EED will issue a written decision to the parent and the agency. Once EED has rendered a decision, the decision is final.



Resources!



Program Forms, Handbooks and Resources

Available online at
preschool.mercedcsd.org/families
or at our office located at
211 E 11th St.
Merced , CA 95341

United Way

- 2-1-1 provides referrals to hundreds of resources
- Call 2-1-1 or go online at 211.org

Child Care Resource and Referral Program

Links parents to licensed child care providers
Call (209) 381-6713

We look forward to serving you!



(More available upon request to Teacher or Family Specialist for specific areas of need)

Child Protective Service	385-3104
Housing Authority (Housing Assistance)	722-3501
Merced County Human Services Agency	385-3000
Community Action Agency (Food/shelter)	723-4565
Love, INC (Food/shelter)	383-1265
Merced Rescue Mission (Food/shelter)	722-9269
Adult Education- Merced Adult School	325-2800
Merced County Department of Mental Health	381-6800
Merced County Department of Public Health	385-1200
All Dads Matter Resource Center	385-7521
All Moms Matter Resource Center	385-3000 Ext. 5001
Merced County Get Connected Get Help	211





CSPP Program Handbook: Receipt of Written Policies



My signature below acknowledges that I have received a copy of the MCSD Preschool Handbook. I acknowledge that I have read, understand and agree to abide by these guidelines. I understand that I may be disenrolled from the program if I do not follow the program policies.

PARENT | GUARDIAN

Child(ren) Name: _____

Parent/Guardian Printed Name: _____

Legal Signature: _____ Date: _____



Please return this page to: **MCSD Preschool Program**
211 E. 11th St
Merced, CA 95340