



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

CHILD DEVELOPMENT SERVICES



Family Handbook

**California State Preschool
Program/Seaside
2024-2025**

Approved by SMMUSD Board of Education

Welcome!

Dear Families,

Welcome to Child Development Services (CDS)! We are both excited and honored to have your child(ren) in our programs. As a part of the Santa Monica-Malibu Unified School District (SMMUSD), our department serves many children. With our many programs, including the Infant/Toddler Center, Seaside, California State Preschool Programs (CSPP), and our School Age Programs for students in grades TK - 3, we strive to meet the needs of the community. We hope you find the programs and the staff ready to support your needs.

We understand school readiness is one of the most important skills we can offer our youngest students, but we also know families are the greatest support system our children have. We offer our families opportunities to participate in workshops, parent groups and to sit on decision-making teams in CDS. We also incorporate health and nutritional services with our school readiness programs, because we believe these services can strengthen each child's ability to successfully participate in school. We also encourage you to find ways to stay involved with us. If you don't see something that works for you, ask us - we'll figure it out together!

Please read through this Family Handbook as it is one way we can share information about who we are and what we do. The handbook will share some of the ways you can be involved in your child's education, as well as the roles and responsibilities of both parents and our staff. Finally, you will also find detailed information about the regulations that govern our programs.

Once again, thank you for being a part of our Child Development Services family. We look forward to a positive and productive year where we are able to work in partnership with you to best support our children. We hope you enjoy your experience with us!

Sincerely,

Susan Samarge-Powell, Ed.D.
Director of Early Learning
Child Development Services

Table of Contents

<u>Description</u>	<u>Pages</u>
I. Welcome	2
II. Administration	5
III. SMMUSD Mission	6
IV. Our Program Philosophy, Goals and Objectives	7
Program Description	
Program Goals	
Open Door Policy	
Prohibition on Religious Instruction	
Equal Access	
Nutrition	
Parent Involvement	
Community Involvement	
Education Program	
Curriculum	
Staff Development	
Desired Results Developmental Profile (DRDP)	
Classroom Assessment Scoring System (CLASS)	
Health & Social Services	
Program Self-Evaluation	
Program Policies	
Health Policies	
General Policies	
V. Subsidized Child Care	26
How to Qualify for the Program	
How Families are Selected	
How to Continue in the Program	
Termination Policies	

VI.	Non-Subsidized Child Care	37
	Enrollment/Eligibility	
	Program Fees	
	Withdrawal Procedures	
	Termination Policies	
VII.	Appendices	40
	What is Child Development?	
	What is a Developmental Milestone?	
	How to Prepare Your Child for the First Day of Preschool	
	Transportation Safety Tips for Children	
	School Calendars	
	Sample Part-Day Schedule	
	Sample Extended-Day Schedule	
	Sample Full Day Schedule	
	School Sites	
VIII.	Family Handbook Receipt	49

Santa Monica-Malibu Unified School District Administration

Board of Education

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Jon Kean - Vice President
Maria Leon-Vazquez – Member
Laurie Lieberman – Member
Alicia Mignano – Member
Stacy Rouse - Member
Dr. Richard Tahvildaran-Jesswein – Member

District Administration

Dr. Antonio Shelton – Superintendent of Schools
Dr. Stacy Williamson - Assistant Superintendent, Educational Services
Dr. Mark Kelly – Deputy Superintendent, Human Resources
Ms. Melody Canady – Assistant Superintendent, Business & Fiscal Services

Child Development Services (CDS) Administration

Dr. Susan Samarge-Powell - Director of Early Learning
Reham Dabash - Assistant Director, Preschool
Monica Simon – Coordinator, ITC and School Age Programs

SMMUSD Mission

“Extraordinary Achievement for all while simultaneously closing the achievement gap.”

SMMUSD’s approach - All students graduate ready for college and careers from schools that are safe, socially responsive and academically rigorous. This is accomplished through a self-reflective, shared system of accountability that consistently uses culturally relevant best practices to maximize equitable student outcomes.

SMMUSD believes in Excellence through Equity. This occurs when we:

1. Create a culture of shared accountability through a systems approach
2. Teach cross-cultural and socio-emotional skills
3. Engage in constant self-reflection around issues of equity



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Our Program: Philosophy, Goals, and Objectives

Program Description

Santa Monica-Malibu Unified School District (SMMUSD) Child Development Services (CDS) preschool programs are funded through the California Department of Education and Family Fees. Policies for providing services are developed in accordance with the “Funding Terms and Conditions Contract” of the State Department of Education, California Child Care Licensing Requirements and Preschool Programs Performance Standards, and have been approved by the SMMUSD Board of Education.

If applicable, families must qualify and continue to meet all eligibility requirements for the preschool programs.

SMMUSD currently offers a variety of preschool programs on various elementary school sites and child development centers throughout the district for children ages 3 and 4. These programs serve as an enrichment opportunity for children prior to entering kindergarten.

3 hour & 6 hour programs	Operate 10 months, 5 days a week
6+ hour program	Operates 12 months, 5 days a week

Program Goals

- Serve as a bridge between home and school.
- Provide a balance of educational, social, and physical development opportunities for all.
- Respond to the changing needs and interests of children.
- Establish partnerships with families, which include opportunities for parents to volunteer and actively participate in all aspects of the program.
- Form collaborative relationships with community agencies.
- Promote communication between parents, administrators, and staff.
- Be an integral part of the school campuses where sites are located, and support the vision developed for each campus/site.

Open Door Policy

Child Development Services maintains an open-door policy. Parents may visit our classrooms unannounced to observe their child during program hours. Parents must follow district procedures upon arrival.

Prohibition on Religious Instruction

SMMUSD refrains from religious instruction or worship, and complies with the regulations which stipulate that religious instruction or worship is prohibited.

Equal Access

SMMUSD does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability in determining which children and families are served. Our district understands and implements the requirements of the Americans with Disabilities Act (ADA) to make reasonable accommodations for children with disabilities. The accommodations cannot negatively impact the fiscal solvency of the program.

- ADA-Title II: SMMUSD complies with the Americans with Disabilities Act of 1990, Public Law 101-336 and 42 U.S.C 12101 et seq. These regulations prohibit discrimination on the basis of disability, and require that no qualified individual with a disability be denied the benefit of Child Development services, programs, or activities.

Nutrition

All meals served meet or exceed the requirements set by the U.S. Department of Agriculture and the California Department of Education, Child Care Food Program. Our department participates in the California State Child and Adult Care Food Program (CACFP) and is subject to California State monitoring for compliance to the regulations.

Snacks/Meals

Program	Types of meals
3 hour program (Part-day)	Snack
6 hour program (Extended-Day)	Breakfast or Snack* and Lunch
6+ hour program (Full Day)	Breakfast, Lunch and Snack

*Depending on start time of program

We provide:

- Balanced meals and snacks to all the children in our program at no separate charge.
- Menus are posted in each classroom.

Food served at the centers:

- Cannot be taken outside the school
- Cannot be offered to children who are not enrolled in our program

Additional Information Regarding Nutrition

- Sugary and/or high sodium snacks are not allowed (cakes, donuts, candy, chips, etc.).
- Only acceptable pre-packaged food items to celebrate birthdays will be allowed (fresh fruit, yogurt, muffins, and juice).
- Meals are provided for children only, and may not be shared with siblings.
- Adults must use gloves while handling food items.
- Children engage in preventive wellness practices.

Special Nutrition Needs

Food Allergy – If your child has a food allergy, it is essential to let staff know. The child's doctor must complete a special form stating there is a medical reason the child cannot have a certain food, and suggest substitute foods that would be appropriate. This form can be obtained from the CDS Office Staff, and must be completed prior to starting school.

Religious or personal food accommodations will be made to the extent possible with our food vendors. Concerns regarding food accommodations must be discussed with a CDS staff member.

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 on the basis of race, color, national origin, sex, age, or disability, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA (Not all prohibited bases apply to all programs).

Parent Involvement

Our programs are based upon a partnership with the parents of the children enrolled. Therefore, parents are encouraged to participate in our programs. Parent participation is essential to the successful operation of each program. Parents/Guardians are strongly encouraged to volunteer in the classroom and on field trips if possible. District policy requires that all volunteers:

- Participate in a preschool volunteer orientation training.
- Submit proof of Pertussis, Measles and Flu vaccines (note: Flu may be waived).
- Complete an Adult Tuberculosis (TB) Risk Assessment that is cleared by CDS nurse and submit a “Certification of Completion” to be filed with CDS.
- Must agree to a Megan’s Law Check completed by district staff.
- Once all items have been reviewed and approved you will receive a volunteer certificate and then you may begin to volunteer.

The following are additional examples of ways parents can be involved:

Classroom/Parent Participation

- Assist with field trips
- Attend parent/teacher conferences
- Serve as a classroom volunteers
- Evaluate the program
- Share ideas and concerns with the teacher
- Share special interests with class
- Attend parent workshops

Program and Community Participation

The **District Advisory Committee (DAC)** consists of Child Development Services staff, parents and members of the community. The committee meets regularly to discuss the needs of all Early Learning programs, including ITC, Preschool, and School Age Programs. Though not a governing board, the members who represent many aspects of the community, give input concerning program policies and procedures. Parents are encouraged to fill out an application to become a committee member.

Education Program

SMMUSD is committed to providing a quality educational program that focuses on the whole child, and support services that address the diverse needs of all our families. This is all done in an environment that is rewarding, inclusive, and collaborative for all, including children with special needs. Our program encourages respect for the feelings and the rights of others, building trust and planning routines and transitions so they can occur in a timely, predictable and unhurried manner.

Curriculum

The goal of our preschool programs is to fully develop a strong foundation for each child so s/he is prepared for school and to be successful beyond the classroom. We strive to be a constructivist minded program, with children at the forefront of our lesson planning and curriculum development. In SMMUSD, students play daily, and it is through their curiosity and wondering that we further develop inquiries and learning experiences.

We have access to a program entitled Creative Curriculum®. This curriculum emphasizes that children's individual goals are based on a continuum of 38 developmental learning objectives. These objectives are fully aligned with the California Preschool Curriculum Framework and Preschool Learning Foundations. The overall framework is designed to address how children develop and learn, the significance of the environment in the process of learning, and the teachers and family's roles. The curriculum is also easily linked to the assessment tools used in the preschool program and is inclusive of all learners, including children with disabilities. The curriculum also supports English language development in Dual Language Learners. Although teachers have the ability to infuse other curricular components, this serves as a support for the learning experiences in class.

The individualized instruction, ongoing observations, and child assessments are based on eleven domains of development: language, literacy, math, science, approaches to learning, social-emotional, physical/health, social studies, logic and reasoning, creative arts and English language development. Instruction also includes active learning experiences, building on success and previous knowledge as children develop skills necessary for a successful entry into kindergarten. During the five (5) day school week, instruction is designed to develop children's abilities to follow routines, work in a cooperative environment, follow health and safety rules, and successfully function in individual, small group, and large group settings. Program staff also conduct two parent conferences held during the year to discuss children's progress and plan mutual goals. The standards for the child development and education program component shall include, but are not limited to, the following:

- The program approach is developmentally, linguistically, and culturally appropriate.
- The program is inclusive of children with special needs.
- The program encourages respect for the feelings and rights of others.
- The program supports children's social and emotional development by building trust and by planning routines and transitions so they can occur in a timely, predictable, and unhurried manner.
- The program helps children develop emotional security and facility in social relationships.

- The program provides for the development of each child's cognitive and language skills by using various strategies, including experimentation, inquiry, observation, play, and exploration; opportunities for creative self-expression through activities.
- The program promotes each child's physical development by promoting sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement.
- The program develops and maintains practices that are healthy and safe.

Title 5. Education – 18273

Staff Development

SMMUSD hires qualified staff to be part of our team. All staff members hold appropriate credentials or permits required by the state of California.

- New employees are provided an orientation to guide them in understanding how district policies relate to their respective job description.
- Teachers participate in annual mandatory staff meetings whereby they receive training on serving as mandated reporters, understanding district policies on substance abuse and harassment, and receive, read and sign Professional Expectations and Absence notification letters.
- CDS supports continuous growth by assessing the needs of the staff members, and providing professional development activities to enhance their growth.
- Staff members are evaluated per District Evaluation Procedures.
- Internal communication mechanisms are in place, including email and voicemail, to provide staff with information necessary to carry out their respective duties.

Desired Results Developmental Profile (DRDP)

Child Development Services utilizes the DRDP as recommended by the California Department of Education (CDE) to ensure that all children are making progress in all domains: social, emotional, language and literacy, math, science, social studies, physical and health development.

- We use the DRDP (2015), a tool developed by the CDE to assess the development of children.
- Children are assessed twice per year. The initial assessment within 60 days of enrollment.
- Parent/guardian's input is a necessary component of this assessment.
- The assessment is also used to plan and conduct developmental activities that are age appropriate for the children.

Classroom Assessment Scoring System (CLASS)

Our preschool program utilizes the *Classroom Assessment Scoring System (CLASS 2nd Edition Prek-3)* and *CLASS Environment assessments*. *CLASS* focuses on high quality interactions and creates a shared understanding of quality by measuring the ongoing interactions in a classroom. The *CLASS Environment* supplements the *CLASS* tool and measures the materials and set up of the classroom. Both tools are used to identify instructional strategies in Emotional Learning, Classroom Organization and Instructional Support. The data that is collected is used to inform professional development, coaching and continuous program improvement.

Health and Social Services

Upon enrollment, parents will be given the School Readiness form to identify family needs. Staff will review the form with each family, and will assist them to access referrals and services that the family may need. Staff will also provide a Resource and Referral guide for families.

Mental Health

SMMUSD works with Providence St. Johns Child and Family Development Center (CFDC) Pinwheel Project. All parents sign consent for St. Johns participation in the classroom, ***even if no individual student support is needed***. This is so the Mental Health Consultant (MHC) can participate in the classroom. Our collective work may include:

- An MHC to support and train classroom staff
- MHC visits to the classroom.
- MHC available to answer questions about a child's growth and development, separation anxiety, divorce, death, etc.

Referrals and appointments can be made through support staff as well as the MHCs themselves.

Support for Children with Disabilities:

- For Santa Monica or Malibu residents, SMMUSD provides support and intervention for identified special needs and potential needs (e.g. speech, developmental/language delays, gross motor or special health cases).
- For families living outside of the district we can only provide referrals for services. Services are provided by a family's school of residence.

Program Self-Evaluation Process

Child Development Services complies with the California Department of Education regulations which require the department to conduct a yearly Self-Assessment of its programs. During this process, we identify areas of compliance and non-compliance, and we work together as a team to develop a written plan after the review that will allow correction of the items found out of compliance. For the Program Self-Evaluation summary, we include recommendations based on

the Desired Results Developmental Profile (DRDP 2015), Classroom Assessment Scoring System (CLASS), the Compliance Monitor Report (CMR), and parent feedback.

Program Policies

Drop-Off

No child shall be accepted without contact between the classroom staff and the authorized adult bringing the child to the center. Parents/Adults bringing the child to class must ensure that the child has received a daily wellness check by a staff member, prior to departure. Classes begin at the posted time by the teacher. Children must be dropped off on time to avoid disrupting the classroom's routine. For subsidized families, please refer to your contract hours.

Pick-Up

Children must be picked up from the classroom at the agreed upon time. **Under no circumstances** may parents/guardians leave their children at school after the closing hours. Parents picking up their child after program hours will be charged \$1.00 per minute. No exceptions.

Parents/guardians must authorize CDS staff in writing to release the child to adults **not** identified on the emergency card. In an emergency, a fax **with your signature** (as a measure of security) is acceptable, but you must then come to the CDS main office within the next two days to update the Emergency Card. Adults will be required to show photo identification if they are unfamiliar to staff. Adults must be individuals eighteen (18) years or older.

NOTE: It is imperative to authorize, and list several adults on the emergency card. Please ensure that all contact information is current.

Consequences for Late Pick-Up		
<i>First Incident</i>	<i>Second Incident</i>	<i>Third Incident</i>
<i>Sign late pick-up form</i> <i>Verbal warning</i> <i>Receive written warning letter</i>	<i>Sign late pick-up form</i> <i>Receive written warning letter</i> <i>Conference with Assistant Director or designee</i>	<i>Sign late pick-up form</i> <i>Receive written warning letter</i> <i>Meeting with Assistant Director or designee</i> <i>Termination of services may be considered.</i>

Joint Custody

In the event that custody of children is shared jointly, children will be released to either parent and to any adult listed on the emergency card provided by either parent. Should disagreements arise between the parents related to issues of who may pick-up the child staff will follow any and all procedures outlined in court orders. If further disagreements arise, parents will be asked to return to court for clarification.

Health & Safety

It is important for all children to be healthy, since healthy children are best able to reach their full potential. Child Development Services establishes procedures and routines throughout the program to ensure that participating children are healthy and safe while in school. Because of this, **all health requirements are due prior to the child's start date.**

Child Abuse Reporting

All CDS Staff are Mandated Reporters. This means we are required to contact DCFS if we suspect Child Abuse. Child abuse and neglect are serious issues for personnel who work with children on daily basis. We hope never to encounter incidents of child abuse or neglect. However, we recognize that if a child in our program is potentially suffering from abuse or neglect at home, it is our responsibility to protect that child to the greatest degree possible. This may include calling DCFS. This information is given not to frighten you, but rather to familiarize you with our responsibilities as teachers, child-care professionals, and service providers.

Possible child abuse indicators that mandate a call to Department of Child and Family Services and/or the police include (According to Penal Code Section 11165):

- **Physical abuse** – Unexplained bruises, burns, welts, fractures, lacerations, etc...
- **Sexual abuse** – Difficulty walking or sitting, pain when urinating/defecating, injury or pain to genital area, unusual or foul odor emanating from genital area.
- **Mental/Emotional abuse** – Failure to thrive, depression (child appears sad often, empty facial expression), severe aggression towards self and others.
- **Neglect** – Underweight, poor growth pattern, consistent hunger, unattended physical problems or medical needs, general unattended appearance (soiled clothing, inappropriate clothing, unusual body odor and lack of medical or dental care).

Discipline Policy

Our goal in the preschool program is to help children develop positive social skills that help move them toward lifelong success. We recognize that children succeed best when the staff, parents and children work together. The preschool program provides for the well-being and safety of each child by helping children understand the effects of their behavior and helping children become skilled at making positive choices.

We are committed to:

- Providing opportunities for children to select activities.
- Modeling desired behavior/s such as fairness and cooperation.
- Redirecting inappropriate behavior quickly, for instance moving the child to another activity.
- Teaching children how to resolve conflicts positively.
- Using verbal reminders.
- Involving parents.
- **Physical punishment is never allowed;** State of California Child Care Center Licensing Regulation 101223.2.

If a child is unresponsive to the above-mentioned techniques, remains uncooperative, and jeopardizes the safety of themselves or others, the following steps will be taken:

- Written notification will be provided to the parent/guardian via a parent – teacher conference and/or Incident Report.
- A team, including the teacher, parent, and Assistant Director or Coordinator, will develop a plan to be implemented after each incident. The team will meet to review the plan periodically or as needed.
- After other interventions have been implemented, or if the child’s behavior places the safety and welfare of other children or an adult at risk, parents may be called to pick up their child. The State of California Health and Safety Code Regulation #1596.885 requires this action. If a parent refuses to comply with this requirement, the child may be suspended from the program for the following day.
- When a student demonstrates continuous unsafe behavior on center grounds, this might cause termination of services due to jeopardizing the safety of themselves or others.

Health Policies

Physical - annually

This is required annually from a doctor. If it is not submitted, a child may be excluded from the program.

Dental - annually

This is required at minimum annually from a dentist and requested every 6 months.

Immunizations

All children enrolled in licensed child care facilities and public schools must have current and up-to-date immunizations in accordance with shotsforschools.org. Please refer to shotsforschool.org for all immunization information and information regarding medical

exemptions. All unvaccinated and partially vaccinated children will be excluded in the event of an outbreak of a vaccine preventable illness as determined by the Public Health Department.

Daily Wellness Checks

A wellness or “health” check must be completed daily before the adult responsible for bringing the child leaves. Our staff will check each child daily for symptoms of colds, unusual fatigue, contagious diseases and any noticeable marks/bruises. This procedure is necessary to ensure children are healthy, and able to participate in daily activities. Children brought to the classroom that meet medical exclusion criteria will not be permitted to remain in the classroom.

Illness Exclusion Guidelines

The observation of illness at home can help prevent inconveniences, prolonged child illness and infectious outbreaks. If you observe any of the following symptoms of illness please keep your child at home. *All potential health-related exclusions are subject to review by the Nurse.*

Respiratory illness and colds – Children with a cough, stuffy or runny noses will not necessarily be excluded. Children will be excluded if they have or have had a fever over 100°F within 24 hours with or without fever reducing medication. A child may be excluded at the teacher, nurse or administrative discretion when the child appears too ill to participate in school.

Diarrhea – A child with two or more loose or watery stools within 24 hours will be excluded until there have been no loose or watery stools for 24 hours.

Fevers – Children with 100° F must be free of fever for 24 hours (without fever reducing medication) before returning to school.

Conjunctivitis (pink-eye) – Children with bacterial conjunctivitis (pink-eye) should receive medical attention and return to school 24 hours after prescribed treatment is initiated.

Head Lice – Children who exhibit evidence of live head lice will be excluded by classroom staff, and may not return until after treatment has begun and there are no live head lice. The daily health check will include a lice check until all nits have been removed

Signs of Possible Severe Illness – Children who exhibit lethargy, irritability, persistent crying, difficulty breathing, and uncontrolled coughing may be requested to be picked up at the teacher/nurse discretion.

Vomiting – A child is excluded when vomiting occurs two or more times within 24 hours (unless the vomiting is determined to be due to a non-communicable condition), if the child is in danger of dehydration, or if vomiting is accompanied by a fever.

Mouth Sores – Preschool children exhibiting excessive drooling in conjunction with sores in or near mouth shall be excluded, unless the child’s physician or local health department authority states the child is not infectious.

Rash – Children who have unidentified rashes may be excluded, especially when the rash is accompanied by a fever or behavior change, or associated with a communicable illness. Children can return with a child’s physician note that determines that the rash is not contagious. Any open sores must be covered with a band-aid or gauze.

All Other Communicable Diseases/Illnesses - As determined by the Los Angeles Public Health Department and /or American Academy of Pediatrics, & American Public Health Association – Caring for our children – National Health and Safety Performance Standards (1992).

Returning to Class after Illness*

If a child has been absent 5 or more days due to illness a doctor’s note is required to clear the child for re-entry into school. Any child who has been absent as a result of communicable disease/illness may not be readmitted to the classroom until there is written assurance by a physician that the child no longer has any evidence of the communicable disease/illness and/or is cleared to participate in all in-school activities.

*For current information on COVID-19, please refer to the Addendum

Administering Medication

Children taking prescription, over-the-counter, or homeopathic medication at school require:

1. Medical form with a written detailed description of the condition including the name and dosage of each medication signed by the doctor. Forms are available from school staff.
2. Written permission to administer the prescription or medication signed by the parent and the physician. *Dosage and times that medication is to be administered must be included.*
3. Medications must be in the original container with the pharmacy label attached.
4. Medications should not expire during the school year.
5. If your doctor states that the child has a need for a medication, you must bring the medication or sign a refusal to supply the medication to the school.
- 6. Written Authorization and the Medication in the Pharmacy label must be submitted to the CDS office to be reviewed by the nurse.**
7. The teacher and nurse must be notified immediately of any updates or changes to medication and/or prescription.
8. Medications are to be picked up and taken home on the last day of school.

Allergies/ Medical Conditions

All diagnosed allergies and medical conditions must be documented in child's file, and each staff person responsible for supervising the child must be notified. It is the parent/guardian's responsibility to inform the staff at the time of enrollment and the child's teacher of any and all known (potentially harmful) allergies or medical conditions (e.g. asthma, diabetes, seizures, etc.). Staff is trained on the use of the EpiPen in case of allergic emergency. If you do not wish to have your child administered an EpiPen in case of an anaphylactic reaction, you must sign a refusal statement.

Emergency Preparedness/Response

Each classroom posts information regarding Disaster Preparedness and Response (earthquakes, fires, lockdowns and Shelter in Place). In an emergency the staff has access to appropriate emergency supplies. Children will routinely participate in scheduled emergency drills.

Staff will stay with the children in emergency situations until the crisis subsides, and will also make efforts to comfort children during these high-stress situations. Please be reminded children will only be released to persons on the emergency card who present photo identification. Parents/guardians who retrieve children during an emergency/crisis will need to sign a release form indicating the time the child was picked-up.

First Aid Procedures

In our preschool program, we make every effort to ensure your child's safety. However, minor accidents beyond our control may occur. Simple injuries will be treated at school by applying ice, soap & water, and/or bandages. In the event that a head injury or serious injury occurs, you will be notified at once. The Santa Monica Fire Department/Paramedics will be called if necessary. All program teachers are CPR, EpiPen and First-Aid trained.

General Policies

- Children should wear appropriate clothing that allows them to successfully use the bathroom.
- Teachers can work with parents to toilet train children.
- Shoes should be closed-toe, have backs, and non-skid soles.
- Staff will not be responsible for lost, stolen, or damaged belongings. Valuables such as jewelry, money, and toys should remain at home. Please label all clothing and blankets.
- Please help and remind your child to use their cubby and care for personal items.
- Do not send food to school.
- "Treasures" from home are allowed only on "Sharing Day" (See your child's teacher).
- Children in a 6 hour+ preschool programs rest at school. Each child must bring a blanket from home. Parents are responsible for labeling blankets, and laundering them on a weekly basis.

- Spanking of children is not allowed; please do not spank any child, including your own.
- Please bring concerns or questions to the teacher first. If the teacher is unable to assist you, you may call the CDS Administrative offices.
- Please park in designated areas only, **handicap parking requires a state permit**. Never leave children unattended. Cars with unattended children will be reported to the Santa Monica Police Department.
- Inform teacher immediately when your child will be absent.
- Please ensure emergency cards are updated, at least three (3) names and phone numbers are required for emergency purposes.
- CAR SEAT LAW – Children under the age of 8 years or is under 4’9” must be in an appropriate car seat while in an automobile. Preschool children must be in a child passenger restraint system (car seat) while riding on school buses during field trips.
- Parents must give the program two weeks’ notice prior to terminating child care services. You must inform the office immediately when you are terminating services. **Notify the office staff in writing**, and state the exact last day you wish services to be terminated for your child. Ensure the attendance sheet for your child is fully completed (including absences) up to the last day of service.

Field Trips

The SMMUSD Preschool programs may provide opportunities for children to go on educational field trips. To ensure your child’s health and safety, the following guidelines apply:

- Children must ride with an appropriate car seat that is self-restraining (has its own restraint straps).
- Siblings are not permitted to attend field trips.
- Volunteers must ride on the bus with children.
- Parents/guardians may not sign in/out their child during the field trip while the class is away from the center. Children must be signed-out upon return to the school.
- Snacks are provided. Please do not send any lunches or extra snacks.
- Children must remain under the supervision of their teacher during field trips.
- All necessary permission slips must be signed prior to the field trip date.
- If for any reason your child is unable to attend the field trip, please contact the person in charge so other arrangements may be made.
- Remember to arrive on time to school on the day of the field trip. Your child might not be able to attend the trip if you arrive late.

Celebrations

Special celebrations are planned throughout the school year and at the conclusion of the year to make the preschool experience memorable. We do not have graduations. Caps and gowns are not developmentally appropriate practices for young children and therefore will not be part of our year-end activities.

Birthdays are very important days for preschoolers! Each child will receive special recognition on their birthday, with the parent's approval. Although we do not have birthday parties at school, we will help children celebrate their own special day with songs and other activities. If you want to bring a special treat to help celebrate the event, please check with your child's teacher and be sure to adhere to the following district nutrition policy:

- Homemade items are not allowed.
- Foods must be brought in their original packaging otherwise items will not be served to the children. We recommend bringing items individually wrapped for each person.
- Nutritionally acceptable foods include fresh fruit, yogurt, muffins, and 100% juice.
- Please note that Board Policies do not allow distribution of invitations for off-site activities on campus.

Confidentiality of Records

The Santa Monica-Malibu Unified School District complies with the regulations that mandate confidentiality of records. All information obtained from families to determine eligibility and to complete and maintain enrollment is strictly confidential. All information is maintained by authorized district personnel, and viewed only by funding source personnel. Confidential records will not be released unless stipulated by written parent/guardian permission or a court order.

Uniform Complaint Procedure

A complaint is a written statement alleging discrimination, harassment, or a violation of a federal or state law or regulation. A complaint must be filed by way of the Uniform Complaint Procedures (UCP) as written in the regulations.

The Governing Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination and shall seek to resolve those complaints in accordance with the procedures set out in Sections 4600-4687 of the Title 5 Regulations and in accordance with the policies and procedures of the governing board. (5 CCR 4620)

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (5 CCR 4610) (AR 1312.3)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, nutrition services, and special education programs. (5 CCR 4610) (AR 1312.3)

Complaint and fair hearing process: When actions are taken by the program, that directly impacts a participating family (i.e. termination of services, etc.) the family has a right to a fair hearing regarding the action/s. Upon receipt of the Notice of Action (NOA), all parents have the right of appeal. Please see the back of the NOA for instructions regarding the Appeal Process.

Parents are strongly encouraged to meet and resolve issues at the center. The administrative staff is eager to hear your suggestions and concerns regarding programs. However, if concerns or issues are not resolved, parents may use the following procedure:

E1312.3 Uniform Complaint Procedure

- Informal resolution of complaints at the site level is encouraged whenever possible.
- Complaints made under these procedures shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
- Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation.
- Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegation in the complaint.
- If the complainant refuses mediation or if the mediation process does not solve the problem, the compliance officer shall proceed with his/her investigation of the complaint.
- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision.
- If dissatisfied with the district's decision, the complainant may appeal in writing to the California State Department of Education (CDE) within 15 days of receiving the district's decision.
- When appealing to the CDE, the complainant must specify the basis for the appeal of the district's decision and whether the facts are incorrect and/or the law has been misapplied.
- The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision.

The Board of Education acknowledges and respects every individual's rights to privacy. In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate for any complaint alleging discrimination, harassment, intimidation, or bullying, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

The Board prohibits any form of retaliation against any complainant in the complaint process. Such participation shall not in any way affect the status, grades, or work assignments of the complainant. The Superintendent designates the following compliance officer to receive and investigate all complaints and ensure district compliance with the law: Assistant Superintendent, Human Resources 1651 16th Street Santa Monica, CA 90404 (310) 450-8338

The rules above mentioned are according to the "Uniform complaint procedure" of the Board of Education Regulation # AR 1312.3 Title 5, Section 430. The "Notice of Action" also covers the parent's rights for subsidized children.

If you are not satisfied with the decision made by CDS, you also have other options through the Federal or State Court. Any person with discrimination allegations or violations has the right to file a Civil Case including but limited to a judicial mandate, restriction orders, or any other legal order. Please be aware that it is recommended that you seek legal help. (Legal costs are paid by the plaintiff) Complaints of discriminations with valid basis can also be made with:

- Assistant Superintendent, Human Resources/SMMUSD at (310) 450-8338
1717 4th Street. Santa Monica, CA 90401.

Or to:

- United States Department of Justice (800) 541-0301 (voice TDD/TTY)

The Superintendent or designee shall meet the notification requirements of the Code of Regulations, Title 5, Section 4622, including the annual dissemination of district complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The Superintendent or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies. The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

Parents also have the right to appellate or submit a complaint to the State Department of Education/Child Development Division if they feel they have been discriminated by the

Department of Child Development Services. The complaint must be in writing to the following address:

Child Development Division
Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

Sexual Harassment

The Board of Education prohibits sexual harassment of any student by any person. Teachers shall discuss this policy with their students in age-appropriate ways and students will be taught that they do not need to endure sexual harassment.

Any student who engages in sexual harassment may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students and staff to report incidents of sexual harassment as soon as possible to the principal or to a responsible member of the staff who will help the complainant make a formal complaint. The complaint will be given a copy of AR 1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Policy number 5145.7

Parents Rights

1. Parents are able to drop in unannounced to observe our programs. Per state guidelines, upon presentation of identification, parents/guardians have the right to enter and inspect the childcare facility in which their child(ren) is/are receiving care, without advance notice. Parents must follow all district and site policies about entering facilities prior to visiting the classroom. Entry and inspection are limited to the normal operating hours while their child(ren) is/are receiving care. Please note: Parents visiting the site are not allowed to interact with or discipline other children in the program. All concerns should be addressed to a staff member.
2. The law authorizes the person in charge of the facility to deny access to a parent/guardian under the following circumstances:
 - a. The parent/guardian is behaving in a way which poses a risk to children in the facility;

- b. The adult is a non-custodial parent and the facility has been requested in writing through a court order to not permit access to the non-custodial parent.
3. The law prohibits discrimination or retaliation against any child or parent/guardian for exercising their right to inspect.
4. The law requires that parents/guardians be notified of their right to enter and inspect.
5. The law requires this notice of Parents' Rights to enter and inspect be posted in the facility in a location accessible to parents/guardians.
6. Parents do not have the right to intimidate or be disrespectful to staff.
 - Parents **do not** have the right to engage in disciplinary actions with any child other than their own.
 - Parents **do not** have the right to threaten, intimidate or be disrespectful to staff.

Subsidized Child Care

How to Qualify for the Program

Eligibility

SMMUSD Child Development Services is in compliance with the regulations of each program which mandates that all families applying for the preschool subsidy must submit eligibility documentation to receive services.

Eligibility is based on documentation and verification of at least one of the following:

Income- Total countable income means all income of the individuals counted in the family size, for example:

- Gross wages or salaries, commissions, Overtime, Tips, Bonuses
- Gambling or Lottery Winnings
- CalWORKS Cash Aid
- Gross income from self-employment (less business expenses with the exception of wage draws)
- Disability or unemployment compensation
- Workers compensation
- Spousal support, Child support payment received/alimony (any financial assistance for housing costs or car payments paid as part of or in addition to spousal/child support)
- Survivor and retirement benefits
- Dividends, interest on bonds, income from estates or trusts, net rental income or royalties
- Rent for room within a family's residence
- Foster care grants, payments or clothing allowance for children placed through child welfare services
- Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent
- Veteran's pensions
- Pensions or annuities
- Inheritance
- Allowances for housing or automobiles provided as part of compensation
- Insurance or court settlements of lost wages or punitive damages
- Net proceeds from the sale of real property, stocks or inherited property
- Other enterprise for gain

For Washington West, income documentation is for the month preceding certification or recertification.

Applicants who are employed or self-employed are required to provide all documents requested by staff including but not limited to the following:

<u>Employed**</u>	<u>Self Employed**</u>
<ul style="list-style-type: none"> ● Release authorization and payroll check stub ● Release authorization and official letter from employer ● Other official record of wages issued by the employer. 	<ul style="list-style-type: none"> ● Official letter from source of income ● Copy of the most recently signed and completed tax return ● Other business records, such as ledgers, receipts, or business logs.

**In cases where the applicant is not able to provide any of the documents mentioned above, staff will determine what documents to request to determine eligibility.

SMMUSD - Child Development Services reserves the right to ask for additional documentation to verify income.

Eligibility is also based on documentation and verification of at least one of the following:

1. **Current Cash Aid Recipient** – applicants need to provide proof of aid amount.
2. **Homelessness** – applicants must provide a written referral from an emergency shelter or other legal, medical or social service agency or a written parental declaration that the family is homeless and a statement describing the family’s living situation.
3. **Child Protective Services** – participants must provide a written referral dated within six months of application for services and includes:
 - Statement from local county welfare department, child welfare services worker, certifying that the child is receiving Child Protective Services (CPS), and **that child care and development services are a necessary component of the CPS services plan.**
 - Probable duration of the CPS service plan.
 - Name, address, phone number and signature of the county child welfare staff.
4. **“At Risk” of neglect, abuse or exploitation-** participants will be asked to provide one of the following:
 - Statement by a legally qualified professional (someone licensed in the state to perform legal, medical, health, or social services for the general public).
 - Documentation that the child is at risk of abuse and neglect, and that child care and development services are needed to reduce or eliminate that risk.
 - Probable duration of the at risk situation.
 - Name, address, phone number and signature of the legally qualified professional.

Family Size

The parent shall provide supporting documentation regarding the number of children and parents in the family.

Supporting documentation for the number of children shall be at least **one** of the following:

- Birth certificate for all children
- 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

During the enrollment process, if a parent indicates that they are a single parent they will need to self-certify the absence of the other parent by checking the appropriate box on the application. The applicant must initial and sign the confidential application.

Part Day Need

There are no “need requirements” for parents/guardians enrolling their child(dren) in the part-day program. However, families must meet eligibility requirements to participate in the program.

Full Day Need (Washington West only)

For Washington West, parents must meet one of the requirements below:

- Child(ren) is/are a recipient of Child Protective Services through the county welfare department.
- Child(ren) identified as At Risk of being Abused, Neglected or Exploited by a qualified professional.
- Parent(s) seeking Permanent Housing, official verification required.
- Parent(s) engaged in Vocational Training/Education, enrolled full time in school documentation required. Parent/guardian must be attending school during childcare hours.
- Parent(s) employed full time. Need to provide verification and check stubs for one month required.
- Parent(s) seeking employment.
- Parent(s) incapacitated - physician’s statement required; childcare service not to exceed 50 hours per week. Must include physician’s license number and hours of care needed.

Eligibility for subsidized spaces is not based on “first-come, first-serve” but determined by the priorities established by the State of California. Siblings of currently enrolled families have a priority when the child is age-eligible and space is available at the requested site.

Required Documentation_(Washington West)

Employment/Income Verification

Acceptable employment verification includes, but is not limited to, an employment verification form or a letter from the employer stating start date, work hours, salary, how often paid, and whether or not the current assignment is temporary. Copies of your four most recent check stubs are required at the time of enrollment.

Training Verification

School/Training verification consists of official registration forms including class hours and days.

Seeking Employment

Parents who are seeking employment must complete the “seeking employment form” to demonstrate their declaration of plans to obtain a job.

Seeking Permanent Housing

Parents who are homeless and seeking permanent housing must submit documentation from a shelter along with a declaration under penalty of perjury that they are seeking permanent, fixed, regular and adequate housing.

Parental Incapacity

Parental Incapacity must include a release signed by the parent authorizing a qualified health professional to disclose information necessary to establish eligibility. The incapacity form must identify to what extent the parent is not capable of providing care and supervision of the child along with the days and hours per week that services are recommended to accommodate the incapacitation. The qualified health professional must also state the duration of parent’s incapacity.

Fee Payment/Delinquent Fees

Fees are due upon registration and in advance of services received. Fees are paid at the Child Development Services office or they can also be mailed. Fees are charged on the basis of enrollment, not attendance. No deduction may be made from applicable fees for absences (vacation, illness, personal reasons, etc.).

Methods of payment: Personal or Certified Check, Money order, Visa or MasterCard.
Payments are only received at the Child Development Services office via walk in or mail to:

Child Development Services
Attention: Billing/Fees
2828 4th Street
Santa Monica, CA 90405

If paying by check, payments are due on the 25th of each month for the following month. Please make the check payable to “SMMUSD” and include your child’s first name, last name and school site on the memo line. Returned/bounced checks will be charged a \$15 service fee. In the event a personal check is returned, SMMUSD will no longer accept a personal check as payment, and fees will need to be paid by money order, certified check or credit card.

If paying by credit card, please note charges will be processed on the 5th of each month. Declined credit cards will be charged a \$30 service fee. The amount of the original payment plus the service fee must be paid within 10 days of notification.

Delinquent Fees: The State of California Education Code #18114 (a) states: “Fees shall be considered delinquent after seven (7) calendar days after the due date.” On the seventh day after fees are due, the center will notify parent(s)/ guardian(s) in writing that the childcare fees are delinquent and must be paid within 14 calendar days. Services shall be terminated if delinquent fees are not paid prior to the 14th calendar day from the date of the notice. A reasonable repayment plan may be requested. If a repayment plan is granted, the parent must comply with the agreed upon repayment plan for continued services. If terminated for nonpayment of delinquent fees, the family will be ineligible for services until all delinquent fees are paid. The family will go back on the wait-list and will be readmitted only if space is available and all fees are current.

How Families are Selected

Priorities

Families are placed on a waiting list once the preschool application is received. Parent/guardian will be contacted when space is available if their child is next on the waiting list.

Families requesting subsidy are given priority in the following order:

1. Four-year-old or three-year-old neglected or abused children who are receiving Child Protective Services (CPS) without regard to income
2. Four-year-old children in the following order:
 - a. Children who were enrolled in the State Preschool Program as a three-year-old, without regard to income ranking
 - b. Children whose families have the lowest income ranking based on the most recent income ranking schedule (ranking is based on family size and total countable income)
 - c. When two or more families have the same income ranking, according to the most recent income ranking schedule, the child with exceptional needs as defined in Education Code 8208(I) shall be admitted first
 - d. If there are no families with children with exceptional needs, staff will enroll children according to family's special circumstances which may diminish the children's opportunities for normal development. Lastly, staff will enroll children according to the day the Pre-enrollment application was received
3. Three-year-old children (in the order mentioned above; with the exception of items listed on subsection 2a above)
4. Three-year-old

Notification Process

When preschool openings are available, the staff will refer to the waiting list and contact families according to the CDE selection ranking guideline. Parents are contacted by mail, e-mail (if provided), or telephone to schedule an appointment to bring in the required documents to enroll.

Documents to bring to your appointment:

To verify eligibility, bring the following documents to your appointment:

- Proof of all sources of income
- Birth certificates for **all** children under 18 (even if not enrolling those children)
- Utility bill under your name (gas, electric, water). If utilities are not under your name, you will be required to fully complete and sign the “Address Affidavit” form or you must provide your rental agreement (**children must be California residents while receiving preschool services**)
- Immunization card (up-to-date), and proof of TB test/screening dated within a year from the date your child will start preschool services
- Insurance card for the child
- Driver’s License or other legal form of identification

Notice of Action

Preschool services may not begin until the application for services is signed by both office staff, and the parent. At the time of approval of services, staff will issue a Notice of Action (NOA) to the participant indicating the hours of services approved, and any applicable family fees. Family fees are assessed for all full day subsidized families.

Notice of Action & Updating Records

The “Notice of Action” (NOA) is a written notification of status change for California State Subsidized Families: (i.e. Provision, approval, change, and termination of services). Once a child is enrolled, it is the parent(s)/guardian(s) responsibility to keep all documents and information updated. **Emergency cards are critical. They must be complete and current at all times.**

A Notice of Action will be issued by staff when any of the following occurs:

- Certification is completed
- Recertification is completed
- Changes that affect need, fees and eligibility occur
- The family is to be terminated from the program for any reason
- Family fee is delinquent

Upon receipt of a Notice of Action, all participants have the right to appeal. Please see the back of the NOA for information about the appeal process (please note that the appeal process is time sensitive).

How to Continue in the Program

Re-certification

According to the regulations, families must recertify every 2 years to continue subsidized services. **Families must recertify no sooner than 24 months from last certification to continue subsidized services. Families who fail to recertify will be issued a Notice of Action for termination.**

Notification of Changes

Families must notify the agency of changes in family income that exceeds the 100% State Median Income Threshold as noted on the NOA, family size or the need for services.

Abide by Agency Policies- Procedures and Program Requirements

It is the responsibility of the parent to abide by all policies, procedures, and requirements to obtain and continue receiving preschool services. Not doing so may result in termination of services.

Attendance: Sign-in and out /Absence Policy

Signing In and Out

According to State Licensing and program regulations, parents/guardians must sign-in and out daily on children's timesheets. Only custodial parents and authorized adults (those listed on the emergency card) are allowed to sign out or remove a child from a classroom. **Staff members will require a picture identification if they are unfamiliar with the adult picking up the child.** Individuals under eighteen (18) years will not be allowed to sign children's time sheets in or out, unless the individual is the child's custodial parent. **Full signatures and EXACT time of arrival and pick ups are always required.**

According to State Requirements and program regulations students in the state subsidized preschool programs are allowed ten (10) "Best Interest" days per program year for vacation, family visits, etc. Any absences in excess of ten (10) days, and not included under excused absences are considered *unexcused*, and may be the cause for termination of services.

Children who are absent for five (5) consecutive days due to illness must have a medical clearance/doctor's note prior to re-admittance. Children who have contracted a communicable illness, and are excluded by the public health department must have medical clearance prior to re-admittance, regardless of the number of days of absence.

- Regular attendance is required for all programs
- Excessive absences, whether excused or unexcused, may result in termination from the state subsidized program.
- Parents are required to sign in and out on a daily basis. **Full signatures and EXACT time are required for both arrival and departure times.**
- Parents **MUST** notify the teacher when their child is absent for any reason (illness, vacation, etc.).
- Staff members may contact families when there are excessive absences.

Recording/Verifying Absences

Parents/guardians must be specific when recording reasons for absences. **(i.e. Flu, Fever, vomiting). Absence excuses must be written on the last column of the sign-in sheet under the “reason for absence” box. Parent/guardian must provide full signature, and provide supporting documentation about the absence to ensure proper categorization.**

Please be reminded that general explanations such as sick, not feeling well, personal, etc. are not acceptable.

Excused Absences include:

- Illness or quarantine of child
 - Illness or quarantine of parent
 - Doctor or dentist appointment
 - Court-ordered visitation (court order must be on file at Child Development Services)
- Ed Code 8208

Best Interest Days: (10 per year July – June)

- Religious activities
- Family vacation
- Special time with relatives
- School activities (mandatory)
- Sport activities
- Play dates
- Court Appearance (child not mandated to be present)
- Child was too tired to attend, didn't sleep well or overslept

Family Emergency:

- Death in family –day of the death and funeral (parents, sibling, grandparents, aunt, uncle)
- Earthquake or other severe weather conditions
- Transportation problems (3 days)
- Civil unrest
- Sibling Illness

Unexcused Absences are absences not listed above and may include:

- Personal family business
- School Activities (non-mandatory)
- No transportation (after the fourth day)

If a parent/guardian is not sure about recording the absence, please consult with the CDS office staff or your child's teacher.

Termination Policies

Possible causes for termination include, but are not limited to:

- Failure to adhere to contract hours
- Excessive excused and/or unexcused absences
- Persons whose behavior present a risk to children or staff (i.e. - using profane language, threats, destroying property, etc.).
- Violations of any Education Code regarding firearms, alcohol, drugs, physical violence, theft, willful destruction of property, any conduct by parent, child, or relatives resulting in harm to person or property while on the center grounds
- Child jeopardizing the safety of themselves or others
- Failure to pay fees for services

If a family is terminated for any of the above reasons they may not reapply for any of the CDS programs for one year.

Suspension and Expulsion Policies

Our staff and program are here to support your child and family throughout preschool. We believe preschool is a time of exploration, learning, and achieving developmental milestones in a manner that best serves each child. We also understand that certain experiences can be challenging, and some behavioral concerns may arise. The state of California requires us to provide you with this notification of Suspension and Expulsion policies and procedures.

If your child displays behavioral challenges, our administrators will work closely with you and your child's teaching team. If necessary, together, we will develop a Behavioral Intervention Plan/s, which will document the behavioral challenges, the program's strategies to be implemented, and the parents'/guardians' support of the strategies at home. In addition, we will

also offer behavioral consultation services with field experts and provide information to contact local resource and referral agencies to support any suggested assessments. If your child has an IFSP or IEP, our program will work with parents/guardians to contact the agency where the IFSP/IEP was developed.

Except in specific circumstances where persistent and serious behaviors occur:

1. Our program will not suspend a child due to a child's behavior. Suspension means removing a child from all or part of the program. Expulsion means permanent dismissal of a child from the program.
2. Our program will not encourage or persuade a child's parents/legal guardians to prematurely pick up a child due to a child's behavior before the program day ends.
3. Our program will not expel or unenroll a child because of a child's behavior.
4. Our program will not persuade a parent/guardian to voluntarily unenroll from the program due to a child's behavior.

Persistent and serious behavior/s:

The state of California defines persistent and serious behavior as "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 support." This includes any form of physical aggression, property destruction, and/or self-injury. If persistent or serious behaviors occur and interventions are not successful, a notification of intent to suspend and/or expel will be given to parents/guardians.

Appeal Process:

Our program will notify a family with a written Notice of Action (NOA), which includes detailed information on how to file an Appeal hearing with the California Department of Education. This information includes important timelines.

The effective date of action will be no less than 24 hours after the service of the notice.

Since the action to suspend or expel a child involves persistent and serious behaviors, the child may not attend the program during the appeal process.

NON-SUBSIDIZED CHILD CARE

Enrollment/Eligibility

Parents must submit a Preschool Application. In order of priority, 4-year old children are invited to enroll first, then 3-year old children, once the waitlist for 4-year old children has been exhausted.

At the enrollment appointment parents will be requested to pay the **registration fee and the first payment** both of which are **not refundable**.

Program Fees

Fees are prorated for the 180 days of the school year and collected in 10 equal payments. Full day/full year families will pay an established monthly fee. Families starting after the beginning of the school year will be charged either a full or half payment depending on the first day of enrollment.

Methods of payment: Personal or Certified Check, Money order, Visa or MasterCard.
Payments are only received at the Child Development Services office via walk in or mail to:

Child Development Services
Attention: Billing/Fees
2828 4th Street
Santa Monica, CA 90405

If paying by check, payments are due on the 25th of each month for the following month. Please make the check payable to "SMMUSD" and include your child's first name, last name and school site on the memo line. Returned/bounced checks will be charged a \$15 service fee. In the event a personal check is returned, SMMUSD will no longer accept a personal check as payment, and fees will need to be paid by money order, certified check or credit card.

If paying by credit card, please note charges will be processed on the 3rd of each month. Declined credit cards will be charged a \$30 service fee. The amount of the original payment plus the service fee must be paid within 10 days of notification.

Delinquent Fees: If fees are not paid within 7 days of the due date, childcare services may be terminated.

Withdrawal Procedures

Withdrawal Policy

Families planning to withdraw from the Preschool programs are required to notify the CDS office in writing at least two weeks in advance to avoid fee penalties. If you had paid for the full month and a partial refund is due to you, a refund check will be issued in the name of the payee and mailed to the address on file. Refunds may take up to 4 to 6 weeks. In the event you fail to notify the CDS office of your intent to withdraw, you will be responsible for the full month of tuition.

Abide by Agency Policies, Procedures, and Requirements

It is the responsibility of the parent to abide by all policies, procedures, and requirements to continue to receive childcare services.

Termination Policy

Possible causes for termination may include but are not limited to:

- Excessive excused and/or unexcused absences
- Persons whose behavior present a risk to children or staff (i.e. - using profane language, threats, destroying property, etc.).
- Violations of any Education Code regarding firearms, alcohol, drugs, physical violence, theft, willful destruction of property, any conduct by parent, child, or relatives resulting in harm to person or property while on the center grounds
- Child jeopardizing the safety of themselves or others
- Failure to pay fees for services

Suspension and Expulsion Policies

Our staff and program are here to support your child and family throughout preschool. We believe preschool is a time of exploration, learning, and achieving developmental milestones in a manner that best serves each child. We also understand that certain experiences can be challenging, and some behavioral concerns may arise. The state of California requires us to provide you with this notification of Suspension and Expulsion policies and procedures.

If your child displays behavioral challenges, our administrators will work closely with you and your child's teaching team. If necessary, together, we will develop a Behavioral Intervention Plan/s, which will document the behavioral challenges, the program's strategies to be implemented, and the parents'/guardians' support of the strategies at home. In addition, we will also offer behavioral consultation services with field experts and provide information to contact local resource and referral agencies to support any suggested assessments. If your child has an IFSP or IEP, our program will work with parents/guardians to contact the agency where the IFSP/IEP was developed.

Except in specific circumstances where persistent and serious behaviors occur:

1. Our program will not suspend a child due to a child's behavior. Suspension means removing a child from all or part of the program. Expulsion means permanent dismissal of a child from the program.
2. Our program will not encourage or persuade a child's parents/legal guardians to prematurely pick up a child due to a child's behavior before the program day ends.
3. Our program will not expel or unenroll a child because of a child's behavior.
4. Our program will not persuade a parent/guardian to voluntarily unenroll from the program due to a child's behavior.

Persistent and serious behavior/s:

The state of California defines persistent and serious behavior as "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 support." This includes any form of physical aggression, property destruction, and/or self-injury. If persistent or serious behaviors occur and interventions are not successful, a notification of intent to suspend and/or expel will be given to parents/guardians.

APPENDICES

What is Child Development?

Child development is a process every child goes through. It involves learning and mastering skills that help children function and learn independently. Children acquire these skills, called **developmental milestones**, during predictable time periods.

The six main areas of School Readiness:

1. **Language and Literacy** – Children will increase their understanding and expression of written and spoken language in English and their home language.
2. **Cognition and General Knowledge** – Children will increase their ability to reason, analyze, and understand learning concepts.
3. **Approaches Toward Learning** – Children will increase their effort, persistence, and motivation in learning experiences.
4. **Physical Well-Being** – Children will demonstrate healthy behaviors and safety practices.
5. **Motor Development** – Children will develop improved physical coordination and control.
6. **Social and Emotional Development** – Children will learn to regulate their behavior and emotions and increase their abilities to develop positive relationships with children and adults.

What is a Developmental Milestone?

A developmental milestone is a skill that a child acquires within a specific time frame. For instance, one developmental milestone is learning to walk. Milestones develop in a sequential fashion. This means that a child will need to develop some skills before he/she can develop new skills (children will learn to crawl and pull up to a standing position, before learning to walk.). Each milestone a child acquires builds on the last milestone developed.

Each child is an individual and may meet developmental milestones a little earlier or later than his/her peers. DON'T BE ALARMED! We have all heard comments such as "He was walking much earlier than his brother." Children are unique and will develop at their own pace. However, there are defined "windows" or "blocks of time" when typically developing children will meet a milestone. This is usually how experts determine if there is a need for concern. If a child is well beyond a typical "window" or timeframe, or has never developed prerequisite skills to build upon, then that may be a sign that the child is not meeting developmental milestones. Whenever you have questions or concerns do not hesitate to ask your child's teacher for more information, or consult with your child's pediatrician.

Meeting the Developmental Milestones!

Parents and teachers want children to be the best they can be! The research indicates that two important factors contribute to children's development: Nature (genes) and Nurture (environment).

Nature refers to children's genetic "make-up"; in other words, what we are all born with (e.g. blue eyes, brown skin, left-handed, etc.)

Nurture refers to children's environments and experiences. This includes experiences children have in their home, community, and school environments. The environment can either improve or harm a child's genetic "blueprint". For example, malnourished children may not reach their IQ potential because of the impact of the lack of nutrients on brain development.

We have very little control over nature, but we can enhance nurture! The following are simple things parents can do to encourage healthy development:

- ❖ Give your child lots of love and attention! Regardless of the child's age, holding, hugging, and listening are important ways to show your child they matter!
- ❖ Talk, sing, play, eat, and read with your child. Your child will grow up feeling special and important to you, and you will learn a lot about your child's interests and skills.
- ❖ READ, READ, READ. Children who are read to by their parents have a larger vocabulary as they enter school. Reading also provides children with new perspectives about the world they live in, and is a great brain exercise!
- ❖ Develop consistent and easily understood rules. Reward behaviors you want to see your child do more, and have appropriate consequences for behaviors you don't wish your child to continue to do.
- ❖ Limit TV and video time to no more than 1 to 2 hours per day; opt to read or play with your child instead!
- ❖ Don't be afraid to ask for help or more information. Your child's teacher is a wonderful resource, so connect with him/her and develop strategies together.
- ❖ Ensure that your child is eating healthy, nutrient-rich foods. This enhances natural development.
- ❖ Encourage your child to figure things out by experimenting, exploring, and predicting whenever appropriate, and as much as possible. The idea is to create critical and creative thinkers.
- ❖ Run, jump, skip, and play with your child. Exercise is essential to physical development, and is one more opportunity to connect/bond with your child.

How to Prepare Your Child for the First Day of Preschool

1. Begin talking to your child about going to preschool months ahead of time. Say things like, “When you go to school you’ll get to meet a lot of new friends, or learn a lot of fun, new things.”
2. Drive or walk past the school and point it out. Tell your child, “There’s where you get to go to school.”
3. Let your child pick out a fun backpack for school. They will feel like a big boy or girl the first day of school with their new backpack. They probably won’t have much to put in their backpack but it’s a great place to keep a security object like a stuffed animal or a picture.
4. When offered, make sure to participate in orientations, meetings, and programs.
5. Read books or watch videos about going to school with your child. This will help prepare them and is a great time to talk about school and answer any questions your child has.
6. Put your children in bed earlier. Doctors recommend children from preschool to fifth grades get as much as 10 to 11 hours of sleep each night. Lack of sleep can affect children's ability to learn and may affect their immune systems.
7. Establish a routine. Get your children ready to start the day earlier before school starts so they will become accustomed to waking up in time to get ready for school. Children need to establish routines in order to feel secure and at ease.
8. Be enthusiastic about going to school. As that first day of school approaches, the more excited and confident you are, the more your children will be too.
9. Prepare a special first day of school breakfast. Make your preschooler feel special with a crown or balloons on their chair.
10. Draw a picture of what the clock will look like when you will be back to pick them up. Separating is hard for some children and this will give them a little extra reassurance that you’ll be back.
11. When you drop off your child at school, give them a hug and kiss and tell them that you’ll be back when the clock is the same as the picture. Tell them to have fun too!
12. If they cry, reassure them and then leave. It will be hard, but if you stay they will just learn that the more they cry, the longer you will stay. In most cases, your child is fine once you leave. If you need to reassure yourself, call and check.
13. Try not to be late picking up your child after school. Greet your child with a big hug. In no time, school will be part of their routine.
14. Read to your children daily. Parents can help calm children at bedtime by reading to them. Books at bedtime also expose children to language, sounds, new ideas, and the love of reading.

CDE/eHow.com

Transportation Safety Tips for Children

Traveling Safely with Children: The Basics

- Everybody needs a child safety seat, booster seat, and safety belt!
- There must be one safety belt for each person. Buckling two people, even children, into one belt could injure both.
- People who are not buckled up can be thrown from the car or around inside the car, and seriously hurt themselves or others.
- Never hold a child on your lap! You could crush him/her in a crash, or the child may be torn from your arms.
- Never ride in the cargo area of a station wagon, van, or pickup! Anyone riding in the cargo area could be thrown out and severely injured or killed.
- If you are not sure about car seat safety, visit a child safety seat inspection station.
- Children age 12 and under should ride properly restrained in back.

Choosing and Using the Correct Seat

New child safety seats and booster seats come with registration cards. Be sure to register your new seat so you will be notified if there is a recall. If you don't have a card, call the safety seat manufacturer. www.nhtsa.dot.gov

Preventing Injuries to Child Pedestrians

Parents are the most important models of proper pedestrian behavior for children. Through education, parents can provide safety training skills important to avoid injuries. Children have different abilities to receive information, and different learning styles. It is important that adults expose their children to different scenarios when teaching their children pedestrian safety.

Help create an environment that is safe for pedestrians.

- Everyone driving must always look around for pedestrians.
- Identify errors that contribute to pedestrian injuries
- Be patient when driving, even if you have the right of way
- Make sure your child plays in safe places away from motor vehicles, such as yards, parks and playgrounds –never in the street. Fence off play areas from driveways and streets.
- Buy clothing and accessories incorporating reflective materials for your family to wear at dawn and dusk and during other low-light situations, such as rainy or foggy weather.
- Check frequently for children when backing out of a driveway or a parking space.

CHILD DEVELOPMENT SERVICES

(310) 399-5865

PART-DAY & EXTENDED-DAY PRESCHOOL /PREESCOLAR DE DÍA PARCIAL & EXTENDIDO

2024 - 2025 CALENDAR / CALENDARIO



AUGUST / AGOSTO 2024						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FIRST DAY OF SCHOOL/PRIMER DÍA DE ESCUELA

SEPTEMBER/SEPTIEMBRE 2024						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Labor Day / Día del Trabajo

OCTOBER / OCTUBRE 2024						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Local Holiday / Día Festivo Local

NOVEMBER / NOVIEMBRE 2024						
SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Pupil Free Day/Día Libre para los Estudiantes

Veterans Day / Día de los Veteranos- Thanksgiving/
Acción de Gracias- Admissions Day /Día de Admisiones

DECEMBER / DICIEMBRE 2024						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Winter Break / Vacaciones de Invierno

JANUARY / ENERO 2025						
SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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New Year's Day Holiday / Año Nuevo
Martin Luther King Jr

FEBRUARY / FEBRERO 2025						
SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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Presidents' Day / Día del Presidentes

MARCH / MARZO 2025						
SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Cesar Chavez

APRIL / ABRIL 2025						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Spring Break / Vacaciones de Primavera

MAY / MAYO 2025						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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Memorial Day / Día de Recordación

JUNE / JUNIO 2025						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

LAST DAY OF SCHOOL / ÚLTIMO DÍA DE ESCUELA



Holidays/Breaks - No School
Días Festivos / Vacaciones / No hay Clases

CHILD DEVELOPMENT SERVICES

(310) 399-5865

FULL DAY PRESCHOOL/ PREESCOLAR DE DIA COMPLETO

2024 - 2025 CALENDAR /CALENDARIO



AUGUST / AGOSTO 2024						
SU	M	T	W	TH	F	SA
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
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FIRST DAY OF SCHOOL/PRIMER DÍA DE ESCUELA

SEPTEMBER/SEPTIEMBRE 2024						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Labor Day / Día del Trabajo

OCTOBER / OCTUBRE 2024						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Local Holiday / Día Festivo Local

NOVEMBER /NOVIEMBRE 2024						
SU	M	T	W	TH	F	SA
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Veteran's Day /Día de los Veteranos-
Thanksgiving/Acción de Gracias -
Admissions Day/Día de Admisiones

DECEMBER / DICIEMBRE 2024						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30	31				

Local Holidays/ Días Festivos Locales

JANUARY / ENERO 2025						
SU	M	T	W	TH	F	SA
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

New Year's Holiday/ Festivo de Año Nuevo

Martin Luther King Jr

FEBRUARY/ FEBRERO 2025						
SU	M	T	W	TH	F	SA
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Presidents' Day / Día del Presidentes

MARCH / MARZO 2025						
SU	M	T	W	TH	F	SA
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Cesar Chavez

APRIL /ABRIL 2025						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Local Holidays / Días Festivos Locales

MAY / MAYO 2025						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Memorial Day / Día de Recordación

JUNE / JUNIO 2025						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Juneteenth

Holidays - No School

Días Festivos - No hay clases

BILLING QUESTIONS /Preguntas: PLEASE CALL / FAVOR DE LLAMAR A TERRI DEMUTH AT EXT 79-528

* Credit card will be charged on the 3rd of each month/ Se cobrará a la tarjeta de crédito el 3 de cada mes

*If paying with a check tuition is due on the 25th of each month./Si paga con cheque el pago se vence el 25 de cada mes

Sample Part-Day Schedule

8:00 AM – 11:00 AM

- 8:00 Student/Parent arrival for Greeting and Health Check
- 8:15 Snack
- 8:30 Circle Time
- 8:45 Student Work Time
- 9:25 Outdoor activities/exploration time
- 10:00 Indoor- small group activities
- 10:40 Group activity (e.g. music & movement, storytelling, gardening etc.)
- 11:00 Dismissal

Sample Extended-Day Schedule

- 8:15 Student/Parent arrival for Greeting and Health Check
- 8:30 Breakfast (hand washing, meal service)
- 9:00 Circle Time (large group, separated)
- 9:15 Indoor/Outdoor activities
- 11:15 Closure, cleaning, preparation for lunch
- 11:30 Lunch (hand washing, meal service)
- 12:00 Story Time and Nap preparation
- 1:45 Slow awakening, toileting, hand-washing, masks, quiet activities
- 2:15 Dismissal

Sample Full Day Schedule

7:30 AM - 6:00 PM Hours of Operation

- 7:30 Arrival for Greeting and Health Check (Individual contract hours may vary)
- 8:00 Table toys, games and literacy activities
- 8:15 Clean-up & transition to classrooms
- 8:30 Breakfast (hand-washing, meal service)
- 9:00 Greeting Circle (large group)
- 9:15 Choice Time (blocks, arts & crafts, manipulative, library, writing center)
- 9:35 Outdoor activities/exploration time
- 9:45 Indoor - small group activities
- 10:35 Clean Up
- 10:45 Group activity (music & movement, storytelling, gardening, etc.)
- 11:25 Lunch (hand-washing, meal service)
- 12:00 Story Time
- 12:15 Nap/Rest time
- 2:15 Slow awakening, toileting & hand-washing
- 2:30 Snack
- 2:45 Indoor group time
- 3:15 Outdoor activities, free choice activities, etc.

3:30 - 6:00 Departure (individual contract hours may vary)

Please Check the Parent Bulletin Board for Weekly Lesson Plans

Child Development Preschool Sites

Main Office
 Child Development Services
 2828 Fourth Street
 Santa Monica, CA 90405
 Phone: (310) 399-5865 ▪ Enrollment Fax: (310) 396-1618

Site	Address	Phone	Program/ Times
Adams Preschool	2320 17th Street Santa Monica, CA 90405	(310) 452-2326 x72174 Rm. 2	Part-Day/CSPP: 8:30am – 11:30am
Edison Seaside	2402 Virginia Ave. Santa Monica, CA 90404	(310) 828-0335 x61407	Ext-Day/CSPP: 8:30.m - 2:30pm
Grant Seaside	2368 Pearl Street Santa Monica, CA 90405	(310) 450-7651 x63159	Ext-Day/CSPP: 8:30am - 2:30pm
Lincoln Child Development Center (LCDC)	1532 California Ave. Santa Monica, CA 90403	(310) 393-9227	Part-Day/CSPP: 8:30am – 11:30am
McKinley Preschool	2401 Santa Monica Blvd. Santa Monica, CA 90404	(310) 828-5011 x65133 Sun x65134 Moon	Part-Day/CSPP: 8:45am – 11:45am Ext-Day/CSPP: 8:15am - 2:15pm
Washington West Preschool	2802 4th Street Santa Monica, CA 90405	(310) 399-5865 x79552 Rm 2 x79553 Rm 3	Full Day/CSPP: 7:30am - 6:00pm
Webster Seaside	3602 Winter Canyon Rd. Malibu, CA 90265	(310) 456-6494 x69111	Ext-Day/CSPP: 8:15am – 2:15pm

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

CHILD DEVELOPMENT SERVICES

**2828 Fourth Street
Santa Monica, CA 90405
(310) 399 – 5865**

FAMILY HANDBOOK RECEIPT

SCHOOL YEAR 2024-2025

_____ I have reviewed the Preschool Program Family Handbook online at
<https://www.smmusd.org/Page/5435> and agree to abide by the policies of the Child
Development Services Program for Santa Monica-Malibu Unified School District.

Parent's Name

Parent's Signature

Date

Student's Name

Site