

COLOR ME FRENCH PRESCHOOL

125 CLEMENT STREET
SAN FRANCISCO, CA 94118

Program director: Karine Leung

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INTRODUCTION

Thank you for expressing interest in Color Me French preschool.

We are a licensed preschool, that offers nurturing care for children ages 2 to 6. The program runs from 8.30am to 4.30pm with one hour extended care from 4.30pm-5.30pm Monday through Friday.

Leaving your child with someone else isn't always easy. But it helps to find the right childcare. When children get the right care, they feel happy and secure. Good care and nurturing helps your child grow healthy, safe and thrive in many areas.

We feel confident that Color Me French will provide the quality care that you are seeking in a creative, secure and nurturing environment. The mission of my business is to provide an outstanding quality French language based child care and tailor the need of each individual family. Our goal is to listen intently to children and their parents regarding their cultural background, gender identity and act accordingly with respect to those needs and

Enrollment Information

Enrolling your child

All forms provided to you upon enrollment must be completed in order for your child to attend class.

To enroll or re enroll your child, you must complete and sign all enrollment paperwork, including required local and/or state specific forms.

Please be sure to update all emergency information, including your address, home and work phone numbers, cell phone numbers, email addresses, any changes in your child's medical information, and changes to individuals authorized to pick up your child. Please read this handbook thoroughly so you have a clear understanding of our policies and procedure.

Tuition

Full payment for the 3 months session must be made on the first day of the session (2 installments can be arranged)

Full Day: \$ 115

Extended care from 4:30pm -5:30pm is an annual fee of \$1200 (3-5days a week) \$850 (2 days a week)

Program operation:

CMF is open Monday through Friday

8:30 am to 4:30 pm with one extended care hour from 4:30 pm to 5:30pm

Late Payment Charges

Late payments can pose serious problems for our programs. Therefore we have put procedures in place to reduce their impact.

If payment is not received on the day that it is due, a late fee of \$15 will be added to your next tuition payment for each day that it is late. If your account has not been paid in full within 30 days of payment due date your child may be discharged from the program.

First session: TBD **Second session :** TBD **Third Session:** TBD

HOLIDAYS: Color Me French will be closed on the following
Paid Holidays

Thanksgiving: November 22 (included)- November 24th

Christmas: December 25- January 5th 2018

MLK January 15th closed but open **for Parent teacher conference**

Ski week: February 19-23

Easter: April 16-April 20 **Memorial Day:** May 28

Summer Break: One week.

Color Me French neither deducts tuition for holidays when the
program is Closed, nor substitute days for missing days

(exceptions may apply).

Our Philosophy, our beliefs in a few words Compassion:

Being kind and thoughtful towards other living beings (peers ,
animals, plants)

Empowering children & building confidence: By giving
them choices and the opportunity to move around explore and
make mistakes.

Integrity: Guiding them to make choices that will help them be
the best person they can be.

Nurturing: By building a trusting relationship with each child,
and providing responsive, individualized care.

Organic: Everything we do from cooking to cleaning, playing to learning is carefully planned and designed to be earth friendly. We believe it is our responsibility to care for our planet's wonderful creation and preserve it's precious resources for our children. We are proud to furnish our center with toys that are made from natural items, recycled, or otherwise earth friendly. We promise to use only natural and biodegradable cleaning products all throughout our facility. We will serve food that is organic, free of GMO's, fresh, healthy and kid friendly. Some of our green actions include: purchasing used or repurposed items whenever possible, buying new products made primarily of renewable materials, limiting plastics and recycling/composting as much of our waste as possible.

What your Children will learn through our curriculum.

The early years in a child's life set the tone for future learning. At Color Me French we stay current with research in child development so that we are able to build a foundation for each child that lasts a lifetime. Our curriculum is designed with these objectives in mind.

Developing safe and healthy habits in young children.

Integrating the curriculum through theme based learning: Children will acquire in depth knowledge about few subjects. We might pursue the same theme for a couple months or more. Focusing on themes enables us to meaningfully link different disciplines so that students will develop big and important

ideas.

Fostering positive self-esteem.

Following children's interest.

Providing opportunities for creative expression by making Art, music, and theater.

Supporting the development of social skills.

Stimulating cognitive problem solving skills.

Strengthening communication skills necessary for listening, reading, writing, and speaking.

Enhancing fine motor and gross motor skills.

Good manners.

Our Three main focuses are French , Art and Social emotional development.

French:

French is a world language: 274 million French speakers can't be wrong!

- With 274 million speakers, French is the fifth most spoken language on the planet. ([source](#))
- By 2050, French is projected to be the most-spoken language in the world. ([source](#))

- There are more French speakers in Africa than in Europe. [\(source\)](#)
- Along with English, French is the only language spoken on every continent. [\(source\)](#)
- Along with English, French is the official language of NATO, the United Nations, the ICC, FIFA, OECD, WTO, the African Union... [\(source\)](#)
- The “Organisation Mondiale de la Francophonie” has 57 member states and 20 observer states worldwide.

Children’s ability to learn second languages during their early years is significant. The human brain is wired to learn language in early childhood. The earlier a child starts learning a second language, the greater their chances of achieving full fluency. Recent studies show that learning another language cannot only have a positive impact on your child’s first language, it actually enhances learning in all areas.

- Bilingualism increases mental flexibility for children. Bilinguals will have two or more words for a single object, concept or idea. [\(source\)](#)
- Bilinguals have better executive function and can multitask more efficiently than monolinguals. [\(source\)](#)
- Bilingual children are more willing and able to learn a third language, and show an increased analytical orientation to language. [\(source\)](#)

Art Making

At Color Me French we LOVE ART. Art Making is our essence. We love to experiment with new techniques, some very messy , some less messy. Print making, Clay, Acrylic, pastel, the list goes on. We strongly believe that Art is important for children especially during their early development. Research shows that art activities develop brain capacity in early childhood; in other words, art is good brain food! Art engages children's senses in open ended play and develops cognitive, social emotional and multisensory skills. As children progress into elementary school and beyond, art continues to provide opportunities for brain development, mastery, self esteem and creativity. Projects may be brief, but often continue for weeks. Don't expect your little one to bring artwork home everyday or every week, as we will often do Art in a collaborative manner. We will work on small and large format, 2d and 3D making. We will work on Open ended /child directed project where the process will matter more than the result. However for some projects we will guide the children, and give some directions. But you can rest ensure that the creativity will always be flowing.

Social emotional learning:

CMF is inspired by the zones of regulation curriculum to teach children about emotions.

We teach children about self-regulation and how to strengthen their self-regulation skills. Self-regulation can go by many names, such as self-control, self-management, and impulse control. Self-regulation is an essential skill in life, and in all learning environments. Children who can regulate their own emotion and attention are better ready to learn and thrive.

The way the curriculum works, is matching color zones with emotions.

Blue Zone— Zone Bleue: when your body is running slowly, such as when you are tired, sick, sad or bored.

Green Zone— Zone verte: when you are ready “good to go.” You feel happy, calm and focused.

Yellow Zone— Zone Jaune: when you feel your engine running high, such as when you are frustrated, overwhelmed, silly, wiggly, excited, worried, anxious, or surprised.

Red Zone— Zone rouge: is when you have “flipped your lid.” You have extreme feelings such as terror, uncontrolled anger, aggression, or elation.

Children will learn about how their emotions and attention are connected, and then how to recognize emotions and attention in themselves and classmates. They learn that they move through their Zones throughout the day, and that they can improve their control over their Zones through practice.

Once they understand what emotions are, and how to recognize it, we teach them tools

" outils" for changing from one Zone to another, and encourages each child to build a repertoire of tools. The goal of the curriculum is for children to gradually become more able to call upon their tool kit, rather than needing adults to regulate them.

As an example, Some tools appropriate for the yellow zones might be: drinking some water, do some jumping jack, practice yoga, breeze, go to a quiet place and read a book.. those will be options offer to them, and they will choose what fit them to go back to a more calm, expected behavior..

The teachers and I often take classes, and go to seminars to

study more about our education field and social emotional development studies.

I recently went to a Tipi seminar, which touches a lot on self-regulation. We will incorporate some tipi ideas into our discipline curriculum.

PRE-K learning:

Preschoolers at age 3 starts showing interest for letter learning, and " Writing" their trace on paper becomes more intentional. We will follow their interest by doing some projects where they can learn letters in many different activities. Shaping them through play dough, writing in sand, and tracing on paper with different medium. We will learn how to control our gesture, and hand movement. The more concrete, hands on experience the more fun.

We will explore math skills, through our everyday activities: By counting how many friends are with us at school, by playing " lets go to the market" and buy vegetables...adding subtracting while playing with rocks and leaves we found at the park.

Nutrition:

CMF does not provide lunch nor snacks.

Every child in the morning and full day program needs to bring a lunch labeled with his or her name each day.

When you prepare a lunch, feel free to include any nutritional foods. Do not feel constrained to pack the traditional sandwich and fruit, although this is fine. PLEASE

OMIT CANDY, COOKIES, AND OTHER SWEETS. The children tend to focus on these items rather than the social experience of lunchtime. CMF will provide water to drink. WE do not have a microwave (Microwave just strip out nutrients from the food) Pack a thermos in your child's lunch, it will keep is food warm. To encourage self-reliance, please pack your child's lunch in containers that are easy for young children to open and close by themselves. Reusable containers are strongly encouraged!

Discipline:

Consistency: Children need to hear the same message many, many times (dozens, even hundreds) before it is fully internalized. At different developmental stages, the same message can acquire deeper meaning. *Compassion:* We want to show compassion to the child who was harmed (pushed, clothes grabbed, toy taken, turn not given, etc) both for that child's sake and also for the sake of teaching empathy and cause to affect to the child who has done the harm.

Collaboration: Whenever possible, and in whatever way appropriate, we want to include the aggressor in the solution – from saying “sorry” to getting the ice pack, from giving the toy back to helping come up with a fair amount of time for turns. This empowers children to solve their own quarrels and right their own wrongs eventually. *Saying no positively:* "No" is a power packed word, quick on the lips, easy to say. It's necessary for a caregiver to say "no" to a child so the child can

later say "no" to himself. But constantly saying "no" causes this word to lose its punch. Here at Color Me French we try not to use the word No to often rather we use alternative such as “ Stop” or instead of blankly saying no , we actually say what we really want the child to do or not to do , example “ No don’t put that on the table !” instead we will say “ Please put that on the sink!”

There is no place in our program for punishment of any kind (including “time out”). If a child needs time to cool off, we will find a quiet place for him/her to read a book or do a quiet activity, with no punitive aspect, until ready to rejoin the group. We will discuss any serious, recurring issues with parents on a case by case basis in an effort to find a successful resolution. In the *extremely* unlikely event of a serious behavioral problem that cannot be resolved, we reserve the right to have a child picked up early for the day or, in the most severe cases, to withdraw a child from class for the safety of other children.

Earthquake and Disaster Plan Emergency Drills

While most of us do not like to think about the possibility of an earthquake or disaster, good planning in advance will help to avoid confusion and panic should an earthquake or other disaster occur.

AT the entrance you will find an Emergency Disaster Plan posted. The plan indicates staff assignments during an emergency evacuation, facility exit locations and temporary re-location sites. You should familiarize yourself with this information.

CMF conducts monthly fire and earthquake drills. The drills are conducted in order to give children and staff experience and

confidence in case there is an actual disaster.

In the event of an earthquake or other serious disaster, you may not be able to get to the center or to contact the center by phone. We have emergency supplies such as extra food, blankets and clothing. Staff will remain with your child until you or your authorized representative is able to pick up your child.

If our building is unsafe in the event of an earthquake, the staff and children will be moved to the following site:

Rossi Playground at 600 Arguello Blvd.

Back-up emergency meeting place: Muriel Leff Mini mark on 7th avenue Between Anza and Geary.

If there are injuries, staff and children will be taken to the nearest medical facility in operation:

Emergency room CPMC 3700 California st. (Commonwealth avenue)

Child abuse Policy

All staff of Color Me French child Care Center are mandated reporters. Section 1-1-166 of the penal code requires staff of community facilities licensed to care for children to report any known or suspected instance of child abuse to a child protective agency immediately.

Any abuse or maltreatment of a child, either as an incident of discipline or other wise is prohibited. Any means of corporal punishment will not be tolerated. Additionally, withholding or using food, rest or sleep as a punishment is prohibited.

Mandated Child Abuse Reporting

The child development staff has been trained to recognize and report any suspected child abuse or neglect. If you have any questions about this policy, please speak with the center's Director.

Should you have difficulty in providing for your child's emotional or physical needs or safety, you are encouraged to ask for help. Please talk to the CMF director who can help link you with community resources and the assistance you need.

Child Day Care General Licensing Requirements -- Section 101200

The Department of Social Services shall have the authority to interview children or staff, and to inspect and audit child or center records, without prior consent.

CMFP is required to make provisions for private interviews with any child(ren) or any staff member; and for the examination of all records relating to the operation of the early care and education center to the Department of Social Services, the State Department of Education and other funding/regulatory sources.

The Department of Social Services shall have the authority to observe the physical condition of the child(ren), including conditions, which could indicate, abuse, neglect, or inappropriate placement.

Termination policy:

Parent Initiated Withdrawals:

If you are planning to withdraw your child from the Center, please notify the staff in advance so that we can enroll a new child and say a proper goodbye to your child. In the time your child has attended CMF, they have developed important relationships and an expected routine. To support your child in making a smooth transition, it is important to let him/her know that they will be moving on as far in advance as possible and to help them to say goodbye to their friends and teachers.

Color Me French Preschool may terminate your child's enrollment under the following circumstances:

Nonpayment for your child care services and/ or lack of adherence to tuition payment policies.

Parents falsify information on enrollment forms or otherwise knowingly falsify information.

Parents do not agree or do not follow and comply with the policies set forth in this Handbook.

Repeated late pick-up

Lack of parental cooperation with the Center's efforts to resolve difference and/or to meet the child's needs through parent/staff meetings or conferences.

Inappropriate or abusive behavior and/ or verbal abuse or threats by parents, relatives, guardians or other parties toward the Center staff, other parents or children.

Inability of parents to deal in a professional manner with Center personnel or other parents and children at the center.

The continued enrollment of the child poses a risk to the health and/ or safety of other children, parents or center staff members or continued enrollment of the child constitutes an undue burden on the Center's resources.

Undesirable behaviors

We understand that many preschoolers and toddlers may use misguided behavior because they have not yet learned what it is "acceptable" behavior. Keep in mind that biting behavior is normal for a toddler with virtually no long lasting developmental significance. It is a form of communication (i.e., to communicate frustration while learning social, language, and self control skills). The staff and I will try to minimize congestion and confusion, competition for toys and adult attention, to help prevent frustration that leads to undesirable behaviors.

We will provide a variety of options and motor/sensory choices. We will maintain a consistent routine that minimizes surprises for children.

However, at times a child's behavior may endanger others. We want to ensure parents that we will address such behavior immediately following these guidelines:

A first incident will be reported to the parent. A second incident will result in a parent/teacher conference to discuss the behavior and establish a plan of action.

We may suggest a schedule adjustment: The site director and teachers may determine that an adjusted schedule (for

example, shortened hours or different arrival time) is in the best interest of the child.

A third incident will result in the parent being called to pick up their child. and another conference will be set up with the teacher(s) and the director to continue the discussion to understand what might be causing the problem. Referral for outside advice will be suggested. CMF reserves the right to terminate any child's enrollment if any further incident occurs, or if we feel that any of following conditions exists:

The school cannot meet the child's needs.

The parents are not able to work with the school to find an acceptable solution.

The continuing behavior endangers the well being of other children, and/or the child engaging in the behavior.

Separation Anxiety:

For the question of how the children learn to separate: Please expect to stick around for most/all of the 1st day, especially for younger children or children new to drop off. Sit quietly in one place away from group activities, and your child will feel freer to move into the group with the knowledge that his/her parent will be in the same spot. However, in the case of older children or children who are comfortable in a drop off situation, you are not required to stay the whole time. From the 2nd time on, it really depends on the readiness of the child and parent. After two weeks we ask the parents to leave the classroom after drop off. We believe it is a good time for your

little one to start its new adventure on his own. By experience, I can say that the best strategy is to leave after a couple days, it's important not to linger when your child is having a hard time separating. If you prolong the goodbye based on how much she screams and cries, you can guarantee that tomorrow she'll sob harder and longer. Sure, give an extra big hug and kiss when your kid's upset, but then detach yourself and give a smiling goodbye: "goodbye , I will be back soon" It is very normal for a child to cry, and it always get better eventually!
Just

remember that the more anxious you are the more your child will be. Children are very sensitive to moods. When you let your own anxiety or unhappiness show through your facial expression or manner, the message your child will hear is: "Mommy thinks something's wrong with leaving me in child care." So don't worry, the children are in good hands, and even though they may cry a bit at first, one day soon they will run in with smiles on their faces and just wave you a cheerful goodbye. Really!

Daily communication: Please realize that the staff's attention is devoted to the children at all times during the program, and drop off and pickup times are not appropriate for lengthy conversations. However, at release time, a staff member will greet you and briefly tell you anything relevant about your child's day. If further discussion is needed, we will arrange for a follow up conversation. If there is something important we should know, please share with all staff members. Once a year,

in January we will have a parent teacher conference to assess the child's growth, and language acquisition. If you wish to have feedback about your child's progress and experience at the program, at any point during the year, please arrange with either the director or teacher of your choice to have an individual parent-teacher conference.

Other communication

We have created a password protected blog where you can view pictures of the children working on different activities; you can also download songs and share comments. You may receive other communications periodically as needed. . Emails, texts, telephone calls.

Clothing:

Dress your child in clothing that is comfortable and suitable for play and messy art projects. We will use protective aprons for art projects but cannot guarantee that clothes will not be soiled. Also, keep in mind that children will have daily outdoor play, weather permitting, and they should have jackets on cooler days. While there is a shoes off policy indoors, shoes will be put on for outdoor play.

We ask parents to provide shoes for outdoor play only, easy in and out , such as crocks, old sneakers. Any parents who wish us to make sure children have shoes outside at all times should let us know as children are apt to remove their own shoes and run barefoot every once in a while – especially when the weather is nice.

Toys From Home:

No toys from home are allowed. (cuddly toy for nap, ok)

Illness/ immunization:

Fully immunized children are in our care.

A copy of your child's physical should be received before but must be received no later than [30] days after your child begins the program. Families are responsible for assuring that their child's physicals are kept up-to-date and that a copy of the results of the child's health assessment is given to the program.

All caregivers, teachers, and staff are required to be current with all immunizations routinely recommended for adults by the Advisory Committee on Immunization Practices (ACIP) of the Centers for Disease Control and Prevention (CDC).

Please keep your child home with symptoms of a cold, flu, Rash or other communicable disease and for 24 hours after a fever. Consult your pediatrician if you have doubts about whether your child should be playing with others. If a child displays symptoms at school , we will isolate him/her to the extent possible and call you to arrange immediate pickup. If

we learn that children have been exposed to any communicable disease other than the common cold/virus, we will notify everyone in the program via email.

Signs and symptoms for keeping your child at home.

IF children in our care are showing any signs from the list below we will contact the parents and pick up will have to be arranged promptly.

- Feeling cold/shivering
- Fever (pale or flushed face, glazed eyes, warm forehead, and temperature above 99.6 F)
- Sore throat
- Unusual lethargy, grouchiness, or weepiness
- Unusual unwillingness to get up in the morning
- Diarrhea or vomiting, including the night before
- Inflamed/pink eyes (may be conjunctivitis)

Requirements for parents to follow to avoid exposing other children in the classroom to possibly contagious illness are as follows:

Children with a temperature **above 99.6 degrees F must be fever free for 24 hours** before returning to school. Injuries that happen at home or over the weekend should be taken care of prior to returning to school. If a child vomits or has diarrhea

during the night or in the morning before school, that child should be kept at home for **24 hours** from the last episode.

If a child has a productive cough that cannot be controlled with medication, then that child should stay home.

If a child has been diagnosed with a communicable illness such as chickenpox, impetigo, scabies, lice and/or ringworm or conjunctivitis, that child should be kept home until cleared by a doctor.

If a child has eyes that are red, swollen, itchy, producing purulent drainage, or have a crusty appearance upon awakening, that child should be kept at home until cleared by a doctor and symptom free.

Medications:

We do not administer any medications except by prior arrangement for children who may need urgent preventive care such as an epipen for life threatening allergies or an asthma breathalyzer. You must first discuss the situation with us, provide a note from a doctor, with dosage and a release form. Such medications will be stored in a safe place that is not accessible to the children.

Communicable Diseases

When an enrolled child or an employee of the center has a (suspected) reportable disease, it is our legal responsibility to notify the local Board of Health or Department of Public Health. We will take care to notify families about exposure so children can receive preventive treatments. Included among the reportable illnesses are the following:

- Bacterial Meningitis
- Botulism

- Chicken Pox
- Diphtheria
- Hemophilus Influenza (invasive)
- Measles (including suspect)
- Meningococcal Infection (invasive)
- Poliomyelitis (including suspect)
- Rabies (human only)
- Rubella Congenital and Non-congenital (including suspect)
- Tetanus (including suspect)
- H1N1 Virus
- Any cluster/outbreak of illness
- Tuberculosis

Injury:

An injured child will be taken to the nearest appropriate medical facility by ambulance or private car, and parents will be notified immediately. The nearest hospital is CPMC, on 3700 California ST.

We will call EMS if:

- The child's airway is blocked.
- The child is not breathing.
- The child is having difficulty breathing, shortness of breath or is choking.
- The child has no pulse.
- The child has bleeding that won't stop.
- The child is coughing up or vomiting blood.
- The child has been poisoned.
- The child has a seizure for the first time, a seizure that lasts more than 5 minutes, or an atypical seizure.
- The child has injuries to the head, neck or back.
- The child has sudden, severe pain anywhere in the

body.

- The child's condition is limb threatening
- The child's condition could worsen or become life threatening on the way to the hospital if not transported by EMS.

Diapers

CMF does not provide diapers. Please provide us with diapers and wipes.

Potty Training :

Like many other subjects, potty training is the collaboration between parents and the childcare center. Before starting potty training, your child needs to have developed cognitive and physical skills that will allow him to be free of diapers. He must be coordinated enough to walk, and even run, steadily. Urinates a fair amount at one time. Have regular, well formed bowel movements at relatively predictable times. Have "dry" periods of at least two hours or during naps, which shows that his bladder muscles are developed enough to hold urine. In terms of behavioral readiness: Can sit down quietly in one position for two to five minutes Can pull his pants up and down. Dislikes the feeling of wearing a wet or dirty diaper. Shows interest in others' bathroom habits (wants to watch you go to the bathroom or wear underwear). Gives a physical or verbal sign when he's having a bowel movement such as grunting, squatting, or telling you. Demonstrates a desire for

independence.

I highly recommend the 3 days method. I have PDF, and lots of reading for you to do, before starting potty training. My staff and I are happy to assist in anyway we can to have your child be diaper free. We will work together to achieve it.

DROP-OFF AND PICK-UP

General Procedure

We open at 8.30 AM. Please do not drop-off your child prior to the opening. Parents are expected to accompany their children and sign them in.

PICK UP is between 4.15-4.30. Please allow enough time to arrive, sign your child out, and leave by closing time.

If you stay for the extended hour PICK UP is between 5.15-5.30.
LATE FEES: Parents MUST pick up their children by 4.30 , or if chose extended care by 5.30 pm. A late pickup fee will be charged. The teachers and I have commitments to our own family. IF you are late , we are late to pick up our own children. I insist do not come late for pick up.

The late pickup fee is a flat \$10 for pickup within the first 10 minutes past 10minute late it will be \$2 for each minute thereafter. I realize that extenuating circumstances do sometimes occur. Please keep in touch with me or Marie if there is going to be a delay. Please make arrangements with your emergency contacts.

Authorized & Unauthorized Pick-up

Your child will only be released to you or those persons you have listed as Emergency and Release Contacts. If you want a person who is not identified as an Emergency and Release Contact to pick-up your child, you must notify us in advance, in writing. Your child will not be released without prior written authorization. The person picking up your child will be required to show a picture ID as verification. Please notify your pick-up person of our policy.

Sign in and sign out Policy:

Parents are responsible for signing children in and out. Please sign do not print. This procedure is extremely important for attendance records and safety measures in emergencies. There is a sign in/sign out sheet posted at the entrance of the classroom..

PARKING: Please! Please DO NOT DOUBLE PARK ON CLEMENT STREET, this can led the city to close our school. Find parking.

Outdoor play

Our classroom is built in a way that our outdoor play is an extension of our indoor play area. We are in the yard very often. We have vertical paint Plexiglas wall for the children to paint vertically; we have a large mud kitchen for children to

pour and scoop, and bang on pots. We have a sand box for digging and scooping, and an area to run and jump.

Field trip : We have no field trip plans. If we ever do, parents we will be notify in advance and chaperones will be needed.

Nap/ Rest time is from 1-3 pm everyday

Children will be sleeping on mats or cots. Bring a blanket for your child. We will give the blanket back to you every vacation break.

The older children might opt for a quiet time option: 1-1.30: yoga, 1.30-2.00: stories, 2.00-2.30: Pre writing, pre math, 2.30-3.00: Art

Photo Release

At CMF we often take pictures and videos of the children engaged in their daily activities in order to share these experiences with parents and family through the blog and the website. You will be asked at enrollment to complete a photo release form.

Parent Handbook Acknowledgement

Please sign this acknowledgement, detach it from the handbook, and return it to the center prior to enrollment.

This handbook may be updated from time-to-time, and notice will be provided as updates are implemented.

Thank you for your acknowledging the policies and procedures we have established for the safety and welfare of all children in our care. We look forward to getting to know you and your family.

I have received the **Color Me French preschool Family Handbook**, and If I have any questions I have reviewed the family handbook with a member of the **Color Me French preschool** staff. It is my responsibility to understand and familiarize myself the Family Handbook and to ask center management for clarification of any policy, procedure or information contained in the **Color Me French preschool Family Handbook** that I do not understand.

Recipient Signature

Date

Center Staff Signature

Date