

Contra Costa Christian Schools Preschool Handbook



2025-2026

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DIRECTOR'S WELCOME

We are so excited to welcome you to the Contra Costa Christian Preschool family this year. Our staff has been hard at work over the summer preparing for the school year ahead, and we are eager to begin this journey with you.

We hope that your child's time here will be filled with joy, growth, and memorable experiences. The staff and I look forward to getting to know both you and your child. We view your child's preschool experience as a partnership—between your child, your family, and our teaching team.

We also believe that the Lord has a special plan for each child and family in our community. It is our prayer that your child feels God's love here each day as they learn and grow.

We want you to feel confident in partnering with us this year. We encourage you to reach out at any time with questions, concerns, or just to check in.

Thank you for trusting us to be a part of your child's life.

Sincerely,
Maria Lyvette Loyola
Preschool Director
Email: mloyola@cccsc.org

GENERAL PROGRAM

Our daily program is devoted to the needs and interests of the individual child and the group as a whole. Each child has many choices of activities within the classroom and playground. Every aspect of our program is planned with the following objectives in mind:

- To provide a loving and caring environment in which children can learn.
 - To provide learning experiences that foster emotional, social, intellectual, physical, and spiritual development.
 - To provide a safe environment where your child can be free to discover, create, and explore.
 - To provide a nurturing environment that promotes the development of responsibility and a positive self-concept.
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PURPOSE AND PHILOSOPHY

At Contra Costa Christian Preschool, we believe each child is a precious gift from God, uniquely created with purpose. Our mission is to guide children during these influential years by nurturing their growth in a loving, safe, and faith-filled environment.

Faith Development

We seek to plant seeds of faith by introducing children to Biblical truths about God, Jesus and the Holy Spirit, helping them know they are deeply loved. As they grow, we encourage them to see their special gifts as part of God's plan, fostering an early understanding of grace, kindness, and what it means to show His love by being kind and helpful each day.

Community and Relationships

Through daily interactions and play, children learn to value others, show empathy, and build friendships rooted in respect and care. These early lessons teach them how to treat others with love and respect, forming a foundation for becoming caring citizens as they grow.

Curiosity, Thinking Skills, and Intellectual Development

Our curriculum nurtures children's natural curiosity and confidence to explore, ask questions, and discover God's world around them. We provide a developmentally age-appropriate program designed to help children learn at their full capacity, integrating strategies from Montessori, Reggio Emilia, Vygotsky, and play-based approaches. These hands-on experiences build early thinking, problem-solving, and intellectual skills, fostering self-confidence as

children discover answers to their questions and make meaningful connections in their learning.

Excellence and Growth

We believe excellence begins with small steps – learning to listen, share, follow routines, and communicate needs effectively. These early work habits support future learning and help each child grow in responsibility, independence, and readiness to use their God-given gifts to glorify Him, whether it's through sharing, creating art, singing songs, or helping a friend.

Whole-Child Development

In all areas – social-emotional, intellectual, physical, and spiritual – our teachers create environments where children feel safe, supported, and inspired to grow into the people God created them to be.

TOILETING AND POTTY TRAINING

Enrollment requires children to be fully potty trained, defined as being able to consistently recognize and respond to the need to use the toilet independently. Children should be able to manage their toileting needs with minimal adult assistance.

Minimal assistance may include help with clothing fasteners (like buttons or zippers) or verbal encouragement. We understand that occasional accidents may happen, especially during transitions or rest time. When this occurs, staff will guide your child in changing into their spare clothes using verbal prompts and minimal physical help. Please ensure your child always has an extra set of clothes available at school.

If toileting challenges become consistent:

- An observation period of up to five school days may be granted
- A family meeting may be scheduled to review progress and needs
- Continued enrollment may be paused or reassessed if the child is not able to consistently manage toileting independently in the school environment

If needed, families may be offered the option to temporarily pause attendance and return once the child is ready. Tuition is not refunded during this pause unless otherwise arranged with the Preschool Director.

If a previously potty-trained child experiences regression, the same support process will apply—observation, communication, and collaboration with families.

Requests for accommodations due to documented medical or developmental disabilities will be reviewed on a case-by-case basis in accordance with applicable laws. The Preschool Director will work with families to determine if reasonable support can be provided while maintaining the safety and supervision of all children. If your child has a diagnosis that may impact toileting, please contact the Preschool Director before enrollment to discuss available options.

CLASSROOM PLACEMENT AND DEVELOPMENTAL READINESS (For children with summer birthdays)

At CCCS Preschool, our goal is to place each child in a learning environment where they can grow with confidence and success. While chronological age is one consideration, we prioritize **developmental readiness** across multiple domains:

- Social-emotional growth
- Cognitive development
- Self-help skills
- Early academic understanding

Children with summer birthdays (June–August) may meet public school age requirements for kindergarten. However, at CCCS, readiness for advancement to Pre-K (Room 9) or kindergarten is based on a combination of classroom observations, informal and formal assessments, milestone tracking, and teacher insight.

Placement Guidelines

- Classroom advancement is based on **readiness**, not age alone.
- Children with summer birthdays may be recommended to remain in Preschool (Room 8) or Pre-K (Room 9) for continued development.
- Placement decisions are made by the teaching team and the Preschool Director, in partnership with families.

- Families are informed of recommendations through communication and conference(s).
- This approach is maintained throughout a child's time at CCCS Preschool to ensure long-term developmental support.
- While family input is welcomed, **final placement decisions are made by the Preschool team** in alignment with CCCS policy and the child's best interests.

Our readiness policy is designed to build your child's confidence and help ensure positive, successful school experiences.

Clothing and Other Items:

Parents are asked to dress their children in play clothes and sturdy, close-toed shoes each day. Children will engage in active and often messy activities, so clothing should be comfortable, washable, and allow for full participation without worry about stains or damage.

To support safety and independence, we recommend clothing that is easy for your child to manage on their own, without complicated fastenings. Shoes must be closed-toe, secure-fitting, and appropriate for both indoor and outdoor play.

For safety reasons, sandals of any kind—including those worn with socks—are not permitted. Dress shoes and flip-flops are also not allowed. Children wearing non-compliant footwear will not be permitted on climbing structures or riding toys. Please ensure that your child comes to school in safe, functional shoes every day.

Marking Items:

Print your child's name on all items with a permanent marker. Your child's name should be clearly marked on all outdoor clothing and other belongings.

Jewelry:

For your child's safety and others in the classroom, please refrain from bringing and letting your child wear jewelry such as necklaces, rings, bracelets, and other accessories.

Cubbies:

Each child will have one large cubby to store a few essential items, including:

- A child-sized sleeping bag (such as a toddler nap mat or compact roll-up bag that fits easily in a cubby)
- A lovey (small blanket or stuffed animal for rest time)
- A jacket

All items must fit comfortably inside the cubby space provided. Please avoid sending oversized bags, pillows, or extra items that do not fit.

To help maintain a safe and organized classroom, we ask that cubbies not be overcrowded. If overflow occurs, we will request that extra items be taken home and not returned. Thank you for helping us create a calm and clutter-free environment for your child and others.

Extra clothes:

We have designated the placement of your child's extra clothes to the transparent containers above the kids' cubbies. Each container will have the child's name for easy identification.

Home toys:

For your child's safety and others in the classroom, toys such as small figurines, cars, marbles, miniature balls, trucks and other toys from home should not be brought into the classroom. To be clear, except for toys that are needed in the very beginning of your child's preschool experience for comfort, we ask that you leave your child's toys at home or in the car.

ARRIVAL AND DEPARTURE PROCEDURES

A responsible adult must accompany all children to their classroom. This adult must sign the child in with their full legal signature on the sign-in sheet provided by the school. A child may not leave the classroom or school premises until he/she has been released by the teacher or director to a responsible adult and signed out by that adult. Children will be released only to those authorized by their parents.

Schedule:

School Day: 7:30 am to 3:00pm.

Full day: 7:30 am to 6:00 pm.

**Parents will need to pick up children promptly at the scheduled pick-up time of your child's designated program.

School Day = 3pm

Full Day = 6pm

Failure to pick your student up by the noted late pick up time for either program:

will result in a late fee of \$5 for every minute after the designated time for each program. Parents are strongly encouraged to always have a backup plan for picking up children within your network of trusted family and friends.

Ensuring timely pick up is a vital expectation of all parents enrolled in CCCS Preschool/Pre-K.

SCHOOL DAY PROGRAM OR EARLY 3pm PICK-UP

Guidelines

Pick-Up Time:

Arrive between **2:45 p.m. and 3:00 p.m.** All school day students must be picked up by **3:00 p.m.**

- **Waiting Area:**

Parents will wait outside, seated or standing near the **red benches in front of Rooms 8–9.**

- **Sign-Out Procedure:**

After signing out, parents will remain outside. A teacher will escort each child out through the **Room 8 door** and release them directly to their authorized adult.

- **Classroom Entry from 2:30pm - 3pm:**

Parents will no longer need to enter classrooms during 2:30pm - 3pm pick-up.

- **Collecting Belongings**

Parents are responsible for picking up their child's papers, books, artwork, and any other items from their designated filebox, which is located on the information table outside the classroom door. You can collect these items during morning drop-off or at another time designated by the school.

This updated pick-up procedure applies only to the School Day Program. Families with children enrolled in the Full-Day Program (7:30 a.m.–6:00 p.m.) will continue following the existing pick-up routine unless notified otherwise.

If your child is enrolled in the Full-Day Program and you plan to pick them up early between 2:30 p.m. and 3:00 p.m., please notify staff ahead of time. Without advance notice, pick-up may be delayed as teachers will need to gather your child's belongings at that moment.

We appreciate your support and partnership as we work to enhance **safety, organization, and consistency** at dismissal.

If you have any questions about this procedure, please contact the **Preschool Director** for clarification.

SIGN-OUT AND POST PICK-UP POLICY

Once a child has been signed out by their authorized adult, **preschool staff are no longer responsible for supervising that child**. According to **California Code of Regulations Title 22, Section 101229.1**, responsibility for the child transfers to the parent or authorized adult at the time of sign-out.

To ensure safety and maintain smooth classroom operations:

- Children must leave the classroom promptly with their parent or authorized adult after sign-out.
- Children may not return to the classroom for any reason, including to use the bathroom, if parents choose to remain on campus or in the play yard after pick-up.

- Parents are expected to supervise their child at all times after sign-out. Staff cannot continue supervising a child once they have been released.

Thank you for supporting a safe and focused learning environment for all children in our care.

COMMUNICATION

We believe that communication is the best tool for supporting your child's success. In the best interest of each child, we believe that students, parents, and teachers should work together as a team. Preschool staff encourage you to email Ms. Loyola: mloyola@cccass.org

Or send a message via ClassDojo during school hours whenever you have questions or concerns.

Information tables

Please be sure to check the information tables located outside of rooms 8 and 9. These tables are important for signing your child in and out, as well as providing a place to store your child's miscellaneous work items. Each family is responsible for adhering to these guidelines, so please be sure to use the filebox designated for your child, and to take any items that belong to him/her promptly home. Thank you for your cooperation in keeping our system organized and efficient. Other important items that will be placed on the information table are:

- Preschool calendar
 - Monthly Snack sign-up sheets
 - Notices of school closures, events, and other pertinent information related to your child's classroom.
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CLASSDOJO

We value effective communication and want to ensure you are always informed about your child's day and any important updates.

ClassDojo is our main platform for all classroom communication, including daily updates, behavioral notes, classroom needs, and announcements. At times, messages may require a quick response, especially when they involve

your child directly. Emergencies can happen at any moment, and delayed replies can affect how we support your child in real time. Please stay active on **ClassDojo** so we can work together efficiently when needed.

Emails will be used as needed for school-wide updates or broader communication.

Thank you for partnering with us to keep communication clear, responsive, and supportive for your child's success.

CAMPS AND SCHOOL DAY CLOSURES

CCCS Preschool offers seasonal camps throughout the year. Because these camps are not part of our regular school year, there is an additional charge. Camp dates and final end times will be communicated in advance of each camp session.

Typical Camp Hours:

- **Winter Camp:** 7:30 a.m. – 3:30 p.m. (Pick-up typically by 4:00 p.m.)
- **Spring Camp:** 7:30 a.m. – 3:30 p.m. (Pick-up typically by 4:00 p.m.)
- **Summer Camp:** 7:30 a.m. – 3:30 p.m. (Pick-up typically by 5:00 p.m.)

Please note:

Final closing times may vary depending on staffing availability and program needs for each camp season. Families will be notified of the specific closing time before the start of camp.

Pick-Up Expectations

Parents should plan to arrive for pick-up **at least 15 minutes before the scheduled closing time**. A late fee of **\$5 per minute** will be charged for any pick-up after the designated closing time. We strongly encourage all families to have a backup plan within your trusted network to ensure timely pick-up. Being on time is an important expectation for all CCCS Preschool and Pre-K families.

SCHOOL DAY CLOSURES

CCCS Preschool will participate in some of the following closures that are indicated in the main school calendar as well as the Preschool calendar of events. School closures such as (but are not limited to) are:

- Holidays
- Teacher In Service days
- Half Days
- Parent/Teacher Conferences

All families will receive two sets of calendars:

- The main CCCS school calendar
- Preschool/Pre-K: Events, Field Trips, and Social Schedule

***Please note that the Preschool/Pre-K: Events, Field Trips, and Social Schedule will be placed on the information table by rooms 8 and 9.

All families are responsible for keeping both calendars and for being aware of these closures.

OUCH REPORTS (Scrapes and bruises)

At CCCS Preschool, we keep families informed about injuries in ways that are clear and timely. Minor bumps and scrapes will be communicated through a quick text in ClassDojo message as part of our regular updates.

For more serious injuries – such as head injuries, bites that break the skin, or any injury requiring professional medical treatment – we will always:

- Notify parents as soon as possible, either by text or ClassDojo
- Complete a written incident report for our records, as required by state licensing

While not every small scrape or bump will require a written report, our priority is to keep you informed of anything that may need attention or impact your child's day.

INJURY

In the event of a more serious situation, you will be called immediately. The signed registration form gives us permission to seek medical treatment for your child if you and/or the person you have designated are unavailable.

MEDICATION

No medication of any kind will be administered to a student without the parent's instruction. Only medication prescribed by a physician in its original container will be given. The child's name must be on the medicine container.

ILLNESS BITING POLICY

If a child comes to school when he/she is not feeling well, he/she will be more susceptible to other viruses and infections. It is in the best interest of your child, the other students, and the staff if you keep your child at home when they are ill. Also, a child may be ill without a fever present. A child that comes to school must be well enough to actively participate in the program (including outdoor playtime.)

According to the CDC, the average normal body temperature is generally accepted as 98.6°F (37°C). Some studies have shown that the "normal" body temperature can have a wide range, from 97°F (36.1°C) to 99°F (37.2°C). A temperature **over** 100.4°F (38°C) most often means you have a fever caused by an infection or illness.

We require that your child's temperature be of the "normal" body temperature 97°F (36.1°C) to 99°F (37.2°C) for 24 hours, *without the aid of medicine*, before they return to school. If your child becomes ill (vomiting, diarrhea, etc..) , regardless of a fever being present, while at school, parents will be called. Please cooperate by promptly picking up your child. We will not call unless your child needs to be at home.

Additionally, please call, email or text the Preschool Director to let us know that your child will be absent from school.

BITING POLICY

At CCCS Preschool, we understand that biting can sometimes occur in early childhood settings. Our goal is to respond calmly, keep all children safe, and support positive behavior development.

What happens if a biting incident occurs?

Immediate care: Teachers will separate the children, comfort the child who was bitten, and clean the area with appropriate first aid.

Notification: Parents of both children involved will be notified on the same day. For privacy, names of the children will not be shared.

Documentation: Each biting incident is documented for our records as required by licensing guidelines.

If a bite breaks the skin:

We will recommend that parents consult their child's healthcare provider for further guidance and watch for any signs of infection.

Safety-based exclusion considerations:

Depending on the age of the child and the circumstances surrounding the bite, it may be necessary for the child who bit to be picked up early and/or remain home the following day. This ensures safety for all students and provides time for parents to reinforce expectations and support their child's behavior development.

How we support children:

Teachers will observe to understand why the bite occurred and help children express needs in appropriate ways. Strategies include redirection, modeling gentle touch and words, and providing extra support during transitions or high-frustration times.

Ongoing concerns:

If biting becomes a repeated behavior, teachers and the Preschool Director will partner with parents to develop an individualized plan to support the child's social-emotional growth.

Biting can be a normal developmental stage for young children, and we work with care and intention to guide them in learning positive and safe interactions with their peers.

SNACKS

The preschool offers daily snacks for the children. If you are interested in contributing and earning volunteer hours, you can sign up to provide snacks as well. You can find more information in the snack binder located on the information table. Also, you can link the snack day with your child's special occasion, like their birthday. Just remember, we have a strict NO NUTS policy.

BIRTHDAYS AND SPECIAL HOLIDAYS

Special holidays are observed during the school year. For birthdays, a special snack for the class may be brought to school. Please contact the staff to make arrangements and reserve the date. (Individual servings of muffins, fruit, or cookies are easiest for the children to manage.) Please do NOT bring cupcakes with lots of frosting. To avoid hurt feelings, please mail party invitations unless every child in the class is invited.

We deeply care for your child and celebrate their milestones wholeheartedly. However, it is our policy for teachers to refrain from attending children's birthday parties, even after a child has moved on to another class or grade. While we appreciate the thoughtfulness, it would be impossible for staff to attend all children's parties fairly. Additionally, teachers attending parties where other current students are present could create confusion about school boundaries and expectations.

GUIDELINES FOR VOLUNTEERING

All volunteering opportunities must be pre-arranged with the Preschool Director and are limited to specific needs outside of direct classroom instruction.

Approved volunteer roles include:

- Chaperoning field trips
- Assisting with Saturday Tours

- Sorting and organizing materials to go home (completed outside of classroom instructional times)

All volunteers must meet the school-wide volunteer requirements. Please use the QR code provided for more information.

Volunteer roles are designed to support the program's operational needs while preserving the learning environment and privacy of all students.



SURVEY

You will receive two surveys via email (December and May) within the school year. These surveys are of great importance to us as a Preschool staff, and we strive for 100% participation. They are designed to be completely anonymous, and our aim is to gather constructive feedback on what is working well and what we need to improve. We appreciate your valuable time and consideration in completing these surveys.

SOCIAL EMOTIONAL CHARTS

We believe that our emotions are a God given gift that our Creator has bestowed on us. While our emotions provide avenues in our life that enhance our opportunity to enjoy our humanity, as individuals we are responsible for how we can properly express them.

As human beings, we are blessed with emotions that allow us to experience the richness of life. Our Creator has given us this gift, and it is up to us to use it in a responsible manner. We believe that it is important to teach our students to learn how to express emotions effectively so that we can enjoy the benefits that come with them. By doing so, we can enhance the children's

interpersonal relationships, connect with others on a deeper level, and truly appreciate the beauty of being alive.

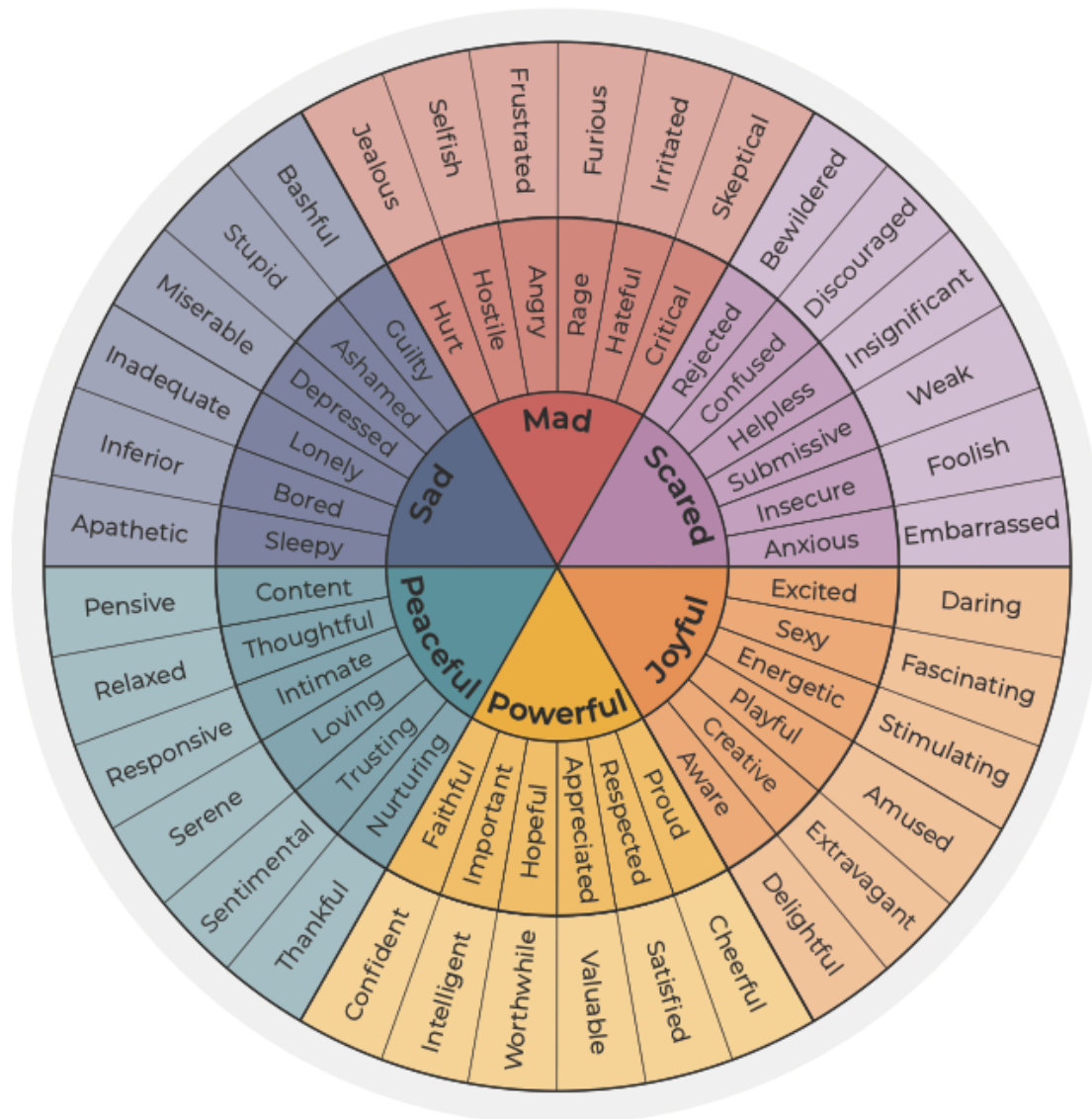
Below we have provided two sets of emotional charts. Both charts speak of the benefits of emotional regulation effectively in different ways. The Preschool and Pre-K classrooms will be using both charts with the children throughout the year.

First Set: Feelings Wheel

At school, we use the Feelings Wheel to help children build emotional awareness and vocabulary. The wheel shows core feelings like happy, sad, angry, and scared, and then expands into more specific words to describe those feelings.

For our preschoolers (3, 4, and 5 years old), this tool helps them learn to name what they feel and understand it better, which supports healthy communication and problem-solving. Even adults find the Feelings Wheel helpful, as it reminds us all that naming our emotions is the first step to managing them well.

The Feeling Wheel



Second Set:

Page 1: Cartoon caricatures depicting facial emotions.



Frustrated



Embarrassed



Sad



Mad

**This
is
how
I
feel
today!**



Nervous



Happy



Proud



Scared



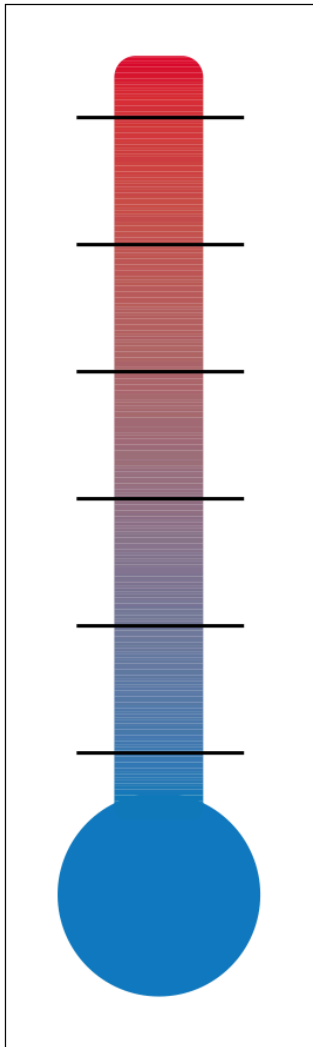
Loved



Lonely

Page 2: Relaxation Thermometer is a helpful tool for adults to explain to children the highs and lows of what they may possibly be feeling.

Relaxation Thermometer



Mad

**Take 3
deep breaths
1...2...3**



Relaxed