



2026 –2027 School Year

Rising Preschool Info Session



JCC
EARLY
LEARNING
SCHOOL

BIG Changes Between Twos and Preschool

- Ratios and Group Size: Ratio goes up to 1:10. We cap our classrooms at 14!
- Mixed Aged Classrooms
- Rest time
- Brightwheel Communication
- Swim Readiness
- Friendships and Social-Emotional Risk Taking





Mixed Age Classrooms: Building confidence and connections

- Younger Children Learn from Older Role Models
 - Older Children Become Empathetic Leaders
- Peer Relationships Are Powerful Learning Tools
 - Mixed-Age Classrooms Mirror Real Life



Mounts Study: Realistic Expectations

- Children may gravitate toward similar-aged peers at first
 - Older kids don't always naturally lead.
- Friendships and cooperative play may take time to build.
 - Teachers are the key to success.



Common Concerns from Parents

“My child is learning language that’s inappropriate for their age.”

“Will my younger child get enough attention?”

“Is it harder for teachers to manage different ages?”

“Is my child too shy or quiet for this kind of group?”

“Will my child be exposed to behaviors that concern me?”

“My child is introduced to rough play by older kids”

“How do you measure growth if everyone’s at different levels?”



Sleep Reminders

- Rest time starts between 12:30 - 1:00 pm and is no longer than two hours.
- All children must rest quietly for at least 30 minutes on their cot.
- At the end of the designated rest time, lights will be turned on. Children who are still asleep will be allowed to remain sleeping until they wake up.



No more nap?!?

- All children must still be offered 30 minutes of quiet rest time on their cot.
- After this time, they will be offered quiet activities on their cot (book, busy bag) for 15 minutes.
 - At the end of the 15 minutes, they will be allowed to move to a table to continue quiet activities.
- While a nap is not required, we do expect that other children will be able to rest! Children will be expected to remain quiet and calm enough for other children to sleep.



Brightwheel Communication



- Needs based messages will be less this year
 - No food quantities, or diaper/potty messages
 - Ask the teachers if you have questions
- Two-way messaging - when not actively supervising children (during rest)
- Pictures – a couple as "teasers" for the blog



Swim Readiness

- Once a week, the class will go to the pool for Swim Readiness
- Children get in the pool (shallow-end of indoor pool) with **two instructors**, with a **lifeguard on the side**.
- Children will learn basic swim skills, e.g. front/back floats, kicks, and gain comfort in the water!
- Teacher welcome letter will let you know what day to send your child in their swimsuit.



Swim Readiness

- Supplies

- Swimsuit
- Towel
- Swim shoes - optional
- Wet-bag
- Dry Clothes
- Optional – goggles



- No "water wings" or inflatable life jackets are allowed.
- Life jackets of any kind are **not** recommended, but level 3 lifejackets are allowed!



Toileting

- Your child *might* be ready to toilet train if they can consistently demonstrate at least 3 of these pre-toileting readiness skills consistently at home:
 - Indicate they need to go pee/poop
 - Indicates they have a soiled diaper/pullup
 - Can pull up/push down bottoms independently
 - Can sit on the toilet for 3-5 minutes at a time
 - Can maintain a dry diaper for at least two hours
 - Can follow simple 1-2 step directions (sit down, wait, wipe your bottom, etc.)
- When toilet training at school, children must wear clothing that covers their bottoms at all times, including nap.
- School-appropriate rewards for toileting can be verbal praise and tangibles like stickers, bubbles, etc.
 - In accordance with licensing, the ELS cannot offer food as rewards.
- Accidents happen!
 - Our staff will respond with patience and kindness.
 - Send your child to school with several changes of clothes and shoes/socks.



Integration of Learning

- Children actively construct knowledge through hands-on experiences
- Teachers design environments with clear learning goals in mind
- Materials invite exploration of literacy, math, science, and social skills
- Learning is integrated, not isolated into subjects



Learning: Where to See It



Photo

Joey was in a photo

1:23 PM

Edit

Today, the children engaged in a rich learning experience centered around exploration, creativity, and social development. They began their day investigating bugs, sparking their curiosity about the natural world and encouraging observation skills. Using stencils, the children expressed their creativity by drawing their favorite bugs and discoveries, strengthening their fine motor skills and artistic confidence. The learning continued at the pool, where children explored water play through jumping, splashing, and experimenting with a variety of water toys, including the water sprayers. These activities supported the development of gross motor skills, coordination, and confidence in the water. Throughout the day, children practiced important social-emotional skills as they laughed together, cheered one another on, shared materials, and celebrated each other's accomplishments. It was a joyful day filled with hands-on learning, exploration, and meaningful connections.




JCC EARLY LEARNING SCHOOL
 Staenberg - Loup Jewish Community Center

Lesson Guide for Room: 105 **Date:** 5/12/20

Teacher completing: Alendra **Coteacher:** Euna

Observed interests of children → **What's underneath?**

- Hands-on activities such as building a structure or drawing
 - Drawing, painting
 - Counting
 - Building structures that are as tall as their peers or teachers

Teacher Questions:
 What kind of activities would support and encourage student creativity?

☐ Maca ☒ Brit ☐ Hif'Orerut ☐ K'dasha ☒ D'yach ☐ Tzelem Elohim ☐ Tikun Olam

Connection: Using our environment to inspire creativity

Provocations and Proposals

1. Creating a structure that is as tall as another object/person
2. Making a caterpillar
3. Leaf stamping
4. Butterfly craft
5. Building homes

CELDT Domains of Learning

Physical Development and Health

- 4.3 Manipulate a range of objects, such as blocks, or books
- 4.4 Manipulate writing, drawing, and art tools

Social Development

- 3.3 Follow simple rules, routines, and directions

Language Development

- 2.4 Engage in communication and conversation with others

Creative Art Expression

- 3.1 Use different materials and techniques to make art creations

Outdoor Plans

A Wonderful Start to Summer

This first week of summer was full of learning, fun, and new experiences! We spent time revisiting classroom expectations and routines as we settled into our summer schedule.

Students enjoyed Judaics and Garden Time, and were SO excited for their first Splash Day, where they had fun using water tables, chalk, a kiddie pool, and had a fun spray from the hose. We also had our first outdoor pool day with free swim.

The new classroom interests this week have been creating obstacle courses and engaging in pretend play while completing the course.

We had a fantastic first week filled with learning, movement, and new experiences. Students are already becoming comfortable with our routines and excited for all the summer fun still to come!



Learning in Daily Routines

- Educators observe, document, and guide learning in real time
- Curriculum emerges from children's interests and is extended intentionally
- Skills are aligned with developmental frameworks (ex: CELDG)
- Learning is made visible through documentation, photos, and learning stories

What this looks like:

- A child's question becomes a multi-week investigation
- Teachers introduce vocabulary, concepts, and challenges during play
- Progress is tracked through observation, not worksheets



Language Development

All children
develop at
their own
unique
pace

- Being surrounded by children and adults at different stages of language development increases expressive language output.
- Most children...
 - Are speaking in full sentences, with increasing grammar sense.
 - Consistently label familiar places, people, and objects.
 - Can be understood by familiar and some unfamiliar adults when asking for common items.
 - Begin to sustain longer back-and-forth conversations.
 - Conversational turn-taking is still developing - it's hard to wait!
 - Conversations between peers are getting longer.



Social-Emotional Development

"You're not coming to my birthday party!"

- Children will be engaging in cooperative, imaginative play.
- Risky play - more than just physical risk!
- Children may start to explore emotional risk - experimenting with inclusion, exclusion, trying on different identities.
- Superhero/bad guy play is very common!
- Control also becomes a big concept that children are exploring.
 - Directing play, giving roles for others to play, getting frustrated when others don't behave the way they want.



Behavior Communication



Injury/Incident reports will be used when necessary. Phone calls will be used for more serious injuries or accidents.

- Brightwheel will still be used to communicate about minor incidents.
- Ring, ring... telephone!
 - Children remember the most impactful parts of their day, both positive and negative. This is what they often self-report.
 - It's common for children to re-remember incidents from several days ago as if it just happened.
 - Clarify what *really* happened with your child's teacher if you are unsure.



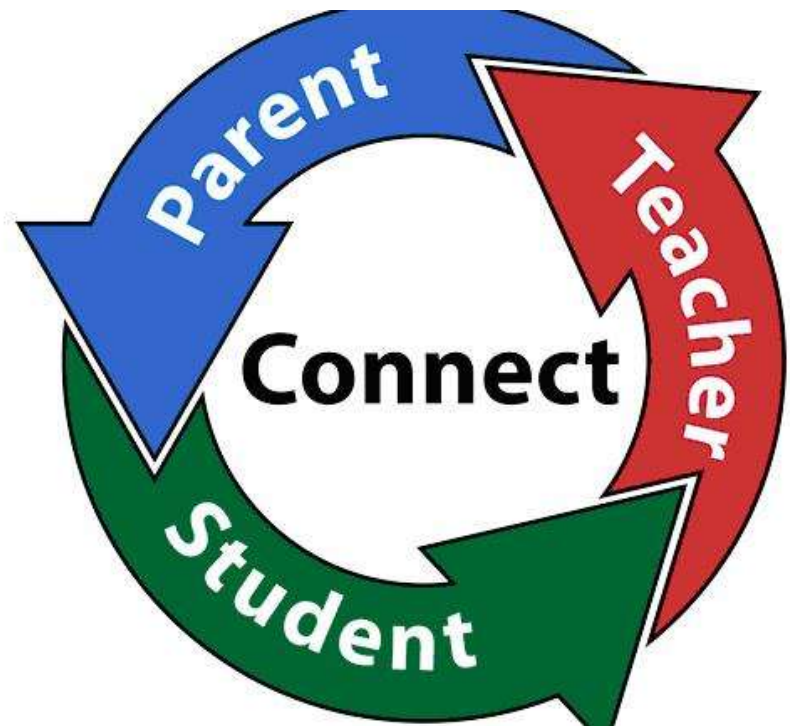
Encouraging Independence

- Teachers will begin to have more expectations of independence (while still being available to help if needed).
- Some examples include...
 - Taking out snack from their cubbies.
 - Carrying their own backpack/swim bag
 - Preparing their own cot for nap time.
 - More responsibility for supplies: e.g. water bottle, jacket, cleaning up classroom materials, etc.
- Teachers will provide fading support throughout the year
 - Support will be intentional and scaffolded at the beginning of the year, with the goal of children demonstrating these skills on their own by the end of the school year!



Teamwork Makes the Dream Work!

- First Day Conferences- connect and meet teachers! Bring your child to see the classroom!
- Frequent home-school communication is a strong indicator of future school-based successes! Please let us know at drop off if your child how your child's morning/night went.
- Communicating with your child's teachers ensures success and generalization of skills.
 - This is especially important with potty training, transitions, and behavior.
- We are here to work as a team, not to pass judgment.
- Everything you share is important and has value!



What to Bring to School

LABEL
EVERYTHING
!!!!!!

- Sleep/nap bag:
 - Required: fitted sheet
 - Optional: blanket, pillow, stuffed animal, pacifier
 - Note: a sleeping bag/bed-roll can be used, but a sheet must also be provided to completely cover the cot.
- Water bottle clearly labeled with your child's first and last name.
- Swim bag with a change of clothes/shoes and towel for swim days!
- Meals:
 - Morning snack, lunch, afternoon snack
- Jacket/snow or rain gear/sun hat dependent on weather.
- **IF** your child is potty training:
 - Plastic/washable or extra shoes.
 - Several changes of clothes including bottoms, underwear and shirts.



Preparing Yourself for the Transition

- We recognize that as parents, you may have mixed emotions about your child moving to a new classroom.
 - It's entirely natural to feel a range of emotions, including excitement, apprehension, and even a tinge of sadness.
- Showing your enthusiasm can help your children feel excited about the transition!
- Our team is here to support you every step of the way. We're here to listen, provide guidance, and offer reassurance throughout this process.



Preparing Your Children for the Transition

- Refer to the Weebly → look for the Inclusion Blog!
- Use social stories and visual schedules/cues to support children through the transition.
- Some children experience regression during a big transition. Feel free to reach out to your child's teacher or any member of the administration team if you are concerned about the transition.



Resources

Zero to Three

[Challenging Behaviors: What Helps and What Doesn't](#)
[How to Help Children Develop Self Control](#)

The Learning Professor

[Superhero and Gun Play in the Classroom](#)

Jewish Family and Children Services

[You Can't Come to My Birthday Party and Other Explorations of Girl Power](#)

Center for the Social and Emotional Foundations of Early Learning (CSEFEL)

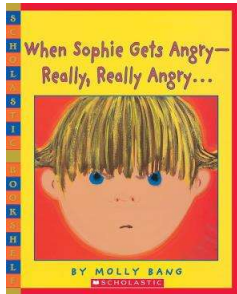
[Responding to Your Child's Bite](#)

[Teaching Your Child to Identify and Express Emotions](#)

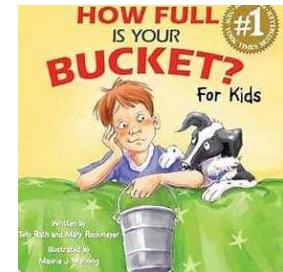
[The Development of Theory of Mind in Early Childhood](#)



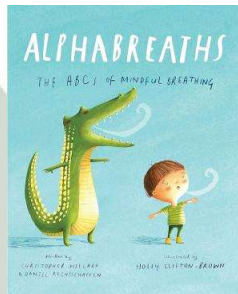
Books to Read with your Children



How Full is Your Bucket? For Kids
by Tom Rath

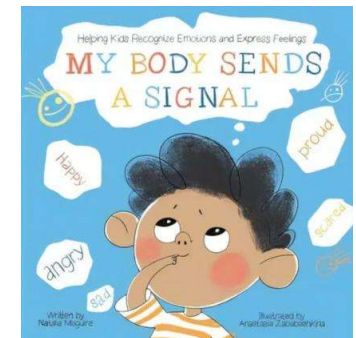


Alphabreaths: The ABCs of Mindful Breathing
by Christopher Willard ([link](#))



*When Sophie gets Angry, Really, Really Angry... and
When Sophie's Feelings Get Really, Really Hurt*
by Mollie Bang ([link](#))

My Body Sends a Signal
by Natalia McGuire ([link](#))



Questions?

