

SCHOOL-AGE PROGRAM

Early Discoveries
Fall 2023

Curriculum Elements

Language and Literacy

- **Listening and Speaking:** Engage in conversation; participate in rhyme games; retell stories
- **Early Literacy:** Play letter games; explore picture books; write letters, recipes, and stories with a teacher's help



Signature Practices

School-Age Prime Times

- Teachers create a trusting and safe environment filled with meaningful, engaging, and respectful conversations and interactions.
- A climate is created where staff and students are approachable and new children feel welcomed.
- Staff reaches out and develops a meaningful relationship with each child.



Registration for Schools Out

- Daily Rates: \$45 per child for School'sOUT. Sibling discounts do not apply.

To register: Submit one form per child by close of business August 29. If you have questions, please contact Naikari Carrizales at naikari.carrizales@abbott.com.

Enrollment Status: Enrollment status will be emailed to parents August 31.

Confirmation: To guarantee your child's space, enrollment forms & payment authorization are due by September 25. If registering after this date, please complete as soon as possible. PLEASE NOTE: THE SCHOOL AGE CALENDAR WILL BE DETERMINED BY THE REQUESTS COMPLETED BY 8/29 AS EACH DATE WILL REQUIRE MINIMUM ATTENDANCE TO BE OPEN.

Payment: Parents must setup and authorize ACH debit through the Family Infor Center by September 9. Payment should be made in full for each session: Session 1 - Payment due by 9/25/23 or before first day if signing up later; Session 2 - Payment due by 1/25/23 or before first day if signing up later.

Cancellations: A written 30-day notice is required. There are no credits for any absences.

Questions: For enrollment, please call Naikari Carrizales at 224-668-7532 ext. 222 or about the School'sOUT program, please call Lori Reinwald at 224-668-7532 ext. 226

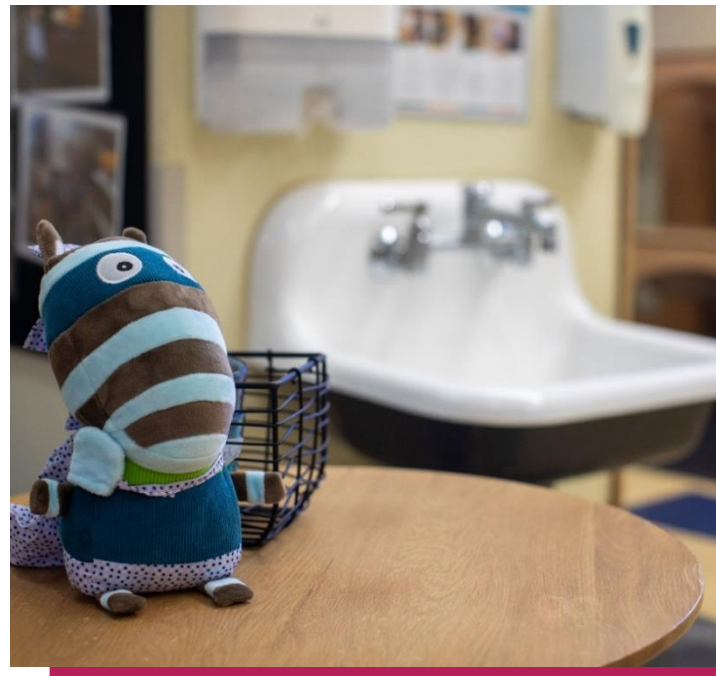
- <https://www.surveymonkey.com/r/EarlyDiscoveriesSchoolsOut2023-2024>



Health & Safety

At **Bright Horizons**[®], your child's health and safety is our top priority. We continue to monitor state and local public health guidelines, look to our medical expert, and use our considerable experience to guide our health and safety practices, including:

- Curriculum that emphasizes healthy practices for children
- Daily health check at home, conducted by staff and families prior to arrival at the center
- An illness and daily health check policy that strives to mitigate the spread of illnesses
- Frequent cleaning and disinfecting of high-touch surfaces and toys; frequent laundering of soft items
- Regular maintenance of the center, equipment, and supplies, updating and replacing items as needed
- Secure entrances to all centers
- Strict handwashing and sanitary policies to prevent the spread of illnesses



Meet Olly Pop, the Bright Horizons Health and Safety Superhero!

Children as Part of Their Learning Process

- Children are co-creators of their own learning, contributing to planning, assessing, and documenting.
- Children take the lead in documenting and communicating their learning experiences such as project work through documentation boards, newsletters, and family communications.



Projects are Evident

- School-agers have daily opportunities to work on a project as a choice during the time they are there. Project boxes are utilized to prompt ideas.
- Project work is saved for children to continue upon their return or for other children to add to.
- Projects take place both indoors and outdoors.
- Projects are designed to promote working in teams to foster collaboration and cooperation skills.



21st Century Skill Building

- Teachers intentionally focus on building skills that have been identified as critical in the future workforce.
- We provide experiences such as STEM that allow children to hypothesize, experiment, and reflect on an idea.
- Digital communication is used by creation and innovation such as coding, moviemaking, and photography.



STEM and Maker Mindset

- Open-ended materials meant for creating, engineering, tinkering, inventing, and innovating are an intentional part of the environment.
- Both open-ended maker spaces and STEM experiments are always available.
- Technology is used purposefully as a tool and resource, not for passive consumption.



Clubs are a Core Part of the Curriculum

- Clubs or groups are created with children's input and interests to foster friendships and bonding.
- Together, children and teachers decide which clubs to form.
- Children have a choice on which clubs to join or opt out of.
- Teachers act as advisors of clubs to assist children in developing club rules, expectations, and experiences.



Predictable Routines with Child-Directed Choice and School-Age Rituals

- Children take part in ritual activities on a daily or regular basis.
- Fun rituals, such as yearly or periodic talent shows/plays, are part of the program plan.
- There is a consistent routine to allow children to sign up for clubs of their choice.
- Morning and afternoon rituals are included in classroom schedules.



School-Age HEART Principles

- Character building is an integral part of the curriculum. HEART Principles are posted and there is evidence of application throughout the classroom.
- HEART Principles are used for problem-solving. Children take on leadership roles including within student government.
- Building a classroom and connecting with the larger community are infused into the program.



The poster features a dark blue header with the word "HEART" in large white letters and "PRINCIPLES" in smaller white letters below it. A red heart icon is positioned to the right of "HEART". Below the header, the text "for School-Age Children" is written in a cursive font. The main body of the poster is white and contains four principle cards, each with a large red letter and a brief description. The footer is green and blue, featuring the "Bright Horizons" logo and a copyright notice.

HONESTY Within the Bright Horizons® classroom community, we listen carefully and talk kindly. We tell the truth and forgive our friends. We are interested in and respect the opinions of classmates, teachers, parents, and others.

EXCELLENCE We are always learning and improving ourselves. We ask questions, look for answers, and try new ideas. Our work is serious and important, but we never lose sight of the fun in what we do. We are independent and critical thinkers. We think before we automatically say yes or no. This means we challenge our own and each other's thinking and don't always go along with the crowd. We take pride in our work and in ourselves.

ACCOUNTABILITY We are honest and trustworthy and take responsibility for our actions. We are careful not to hurt others or ourselves. We see mistakes as a chance to learn and grow; we do not dwell on them. We don't give up easily. We are problem-solvers. We don't walk away from problems; we work together to fix them.

RESPECT We welcome and celebrate diversity in our school community. We appreciate and respect each other's individuality. We listen to each other's concerns and participate fully in the classroom and the school community. The feelings and work of our classmates are important. We take great care of our classroom space.

TEAMWORK We are all capable thinkers in different ways. We are partners in learning, and we know that our best thinking happens when we work together. We count on each other. We appreciate what makes us unique and different. We are kind, empathetic, and inclusive in our actions. We cheer each other on and celebrate our successes.

 Bright Horizons.
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Visual and Creative Arts

- **Visual Arts:** Explore clay, paint, watercolors, crayons, and other art materials to express ideas and creativity; use art as a form of communication
- **Performing Arts:** Act out stories; sing songs; use instruments; and experiment with dramatic play, dance, and movement



Social-Emotional Learning

- **Social-Emotional:** Understand others; ask for help; resolve conflict; identify and express emotions; build friendships; cooperate and compromise
- **Executive Function:** Begin to plan and consider consequences to actions; adjust plans; follow directions



STEM

- **Number Sense:** Sort and count items; explore one-to-one correspondence; estimate; play number games; add and subtract
- **Time and Spatial Relations:** Measure and weigh objects; explore concepts of volume, time, and shape
- **Exploration:** Use magnifying glasses, maps, and other tools; explore natural objects (e.g. pine cones, shells, terrariums)
- **Problem-Solving:** Observe and form hypotheses; try solutions; ask questions



Toward a Better World

- **Character and Community:** Contribute to the class; learn about community; participate in service projects
- **Environmental Awareness:** Care for center plants or pets; recycle; work together to care for classroom
- **Diversity Awareness:** Explore cultures; practice appreciation and acceptance



Health and Wellness

- **Healthy Living Practices:** Participate in movement, mindfulness, and fitness activities
- **Nutrition and Safety:** Identify nutritious foods; independently wash hands, put on coats, etc.
- **Nature Experiences:** Observe plants and animals; grow a garden; explore the natural world



Thinking and Learning

- **Self-Regulation:** recognize feelings; follow rules; control impulses; and treat others kindly
- **Executive Function:** remember and follow simple directions; focus on a project; switch gears; understand another's perspective
- **Mindset and agency:** try again; make choices
- **Creative and flexible thinking:** experiment; express thoughts and ideas



THANK YOU

Questions?

How can we support your family?