

Expanded Learning Opportunities Program Plan



BRIGHTSTAR
S C H O O L S

Stella Middle Charter Academy
Stella Elementary Charter Academy
Rise Kohyang Middle School
Rise Kohyang Elementary School
Valor Academy Middle School
Valor Academy Elementary School

Local Educational Agency Expanded Learning Opportunities Program Sites

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1. Stella Middle Charter Academy
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3. Rise Kohyang Middle School
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5. Valor Academy Middle School
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1—Safe and Supportive Environment

While the ELO-P is separate from the school’s daily core instruction, the rules and behavioral expectations during the school day will transfer into all after-school programming. These expectations are outlined in our Student and Family Handbooks, which is distributed to students and families annually. These expectations are taught to students during the school day and will be retaught and reinforced by afterschool staff.

In alignment with our school day programming, after school programs will create “Classroom Charters,” where students and staff democratically decide on behaviors that students and staff will uphold. These are posted, and reviewed regularly. Students are provided the opportunity to evaluate and consider their behavior on a regular basis.

The school uses a value-based system to develop and promote positive student behavior and support which will be used in the ELO-P. These supports include school-wide incentive programs, community-building activities and relationship-building practices at all grade levels. The school believes all behaviors are tied to feelings and emotions. It is our job as educators to provide our students with the tools and skills to recognize and label their behaviors, while giving them a space to process their feelings and behaviors.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students and will be trained in de-escalation strategies for students and professional development focused on teaching, communicating and practicing restorative justice. When students require redirection from behaviors not in alignment with the charter or policies, staff will utilize restorative justice practices to support behavior modification.

Restorative Practices are an effective alternative to punitive responses to wrongdoing, bringing together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community. This encourages students to describe and express their feelings as well as reflect on their decision-making. Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making. The use of restorative practices helps to: reduce crime, violence and bullying, improve human behavior, strengthen civil society, provide effective leadership, restore relationships, and repair harm. This philosophical framework can be applied in a variety of contexts, including, but not limited to: the justice system, schools, families, and communities.

These strategies focus on developing relationships with students, restorative practices, identifying and avoiding triggers for undesirable behavior, (when possible), and safely stabilizing students through de-escalation techniques who have been triggered. Means of restoration following enforcement of consequences commonly used to build community and/or restore relationships are: providing opportunities for students to reflect on their behavior, including perceived or actual consequences for themselves and others, logical consequences that relate to the misbehavior, formal restorative conferences with students and parents and other key stakeholders including administration, teachers, and counselors are facilitated by trained professionals, provision of any number of resources or referrals to community-based organizations offering youth programs or supports, and opportunities for school-based counseling through our partnerships with community-based organizations.

After school staff wear staff shirts to be easily identifiable to participants, families and other stakeholders. Required staff will maintain unexpired CPR, First Aid, and Epi-Pen administration training. This training will occur during onboarding and new staff orientation. Additionally all staff will be trained in incident reporting protocols and will have a district level liaison for any report that needs to be submitted to our insurance provider.

Student health, medical, and emergency contact information is collected upon school enrollment, and those records are accessible by both school day staff and afterschool staff as needed. After school programs will take place at each school site, which parents are made aware of during after school program enrollment. When the program includes a field trip, parents will be notified beforehand of transportation, pickup and dropoff times, the activities of the trip, and will sign a waiver detailing such information.

Staff and students will participate in practice drills for both entrance and exit from the program. Parents will be notified of pickup times for students. All buildings and parking lots are secured through coded gates where individual access is granted. Doors are monitored by staff, due to our location in a densely populated area. We also have adequate video surveillance in the school and surrounding areas. Staff will individually greet students and parents as they enter or exit the building.

Aligned with our transition to Universal Pre-Kindergarten, the school will ensure the pupil-to-staff ratios meet the requirements outlined by the California Department of Education, and provide the necessary support and supervision required for our youngest learners. The ELO-P will maintain a pupil-to-staff member ratio of no more than 20 to 1 and a pupil-to-staff member ratio for students in first grade and higher, and of no more than 10 to 1 for transitional kindergarten and kindergarten.

Knowing the communities we serve have specific needs relating to food security, health and mental health services, and parent education, referral to such services are included in our regular programming. After school staff will be trained in referrals for such services, so that in the case they identify the need for a recommendation during after school programming, they have access to the school staff who can support in providing those recommendations and services.

2—Active and Engaged Learning

The ELO-P strives to offer an enriching extended learning experience for students where they can actively explore their personal interests aligned to core themes, create hands-on STEAM related activities, and participate in group and discussion based collaborative activities that engage critical thinking skills. Additionally, students will have the opportunity to enter self-selected interest based groups, identified by an interest survey administered to students by staff.

Aligned with our mission and vision that Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world, and to provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life, these activities will raise awareness around social issues, the larger community, and a diverse set of cultures. Through these activities students will work together to make connections to their school community, their neighborhood, and the larger surrounding area, in order to deepen their understanding of their impact and potential to make change. Students will work to gather evidence that supports their ideas, while sharing those ideas with their peers, and through peer collaboration will work to understand others' perspectives to complete group work successfully. While these themes and projects are derived from state standards and school day curriculum, the emphasis is that the learning in the after school program is more exploratory and interest driven, with support from staff, avoiding duplication of the instructional day. These themes will be organized into discrete time periods in such a way that they lead to a culminating project. Students will participate in a Summer Elective, specialized classes, STEAM, SEL, and Math/ELA activities and projects.

While there is a component of after school tutoring, and skill building, aligned with student needs identified through our assessment system, the interventions and supports are pulled from separate curricula than what is utilized during the regular school day, and the effort is focused on delivering support and instruction aimed at small groups of students clustered based on interest, need, or skill level, as opposed to delivering universal instruction. After school staff will elicit verbal feedback, as age appropriate, from students. Staff will also observe student engagement, behavior, and participation to adjust instruction.

3—Skill Building

The ELO-P will include both an academic component and an enrichment component driven by students' interests. The academic component will largely be focused on identifying the discrete skills that students need to develop in order to access the core curriculum used during the school day. These skills are identified as "prerequisite skills" by our assessment platform and will be explicitly taught to students individually and in small groups using the tutoring extension of our own intervention program. Students have skills trackers that they use during the school day to reflect on their learning and we will adjust these trackers to allow students to make connections between the core curriculum and the skill building component of the tutoring

program. The goal is for students to develop a holistic understanding of how these bite sized skills build up and support their overall literacy and numeracy skills.

The enrichment component will give the students the opportunity to self-select into smaller interest groups where they can explore and build on current interests or explore a new interest. Many of these offerings are hands-on disciplines, (arts and athletics), and staff will adjust instruction and activities for students so that they can build and apply foundational skills to projects, performances, presentations, games, and experiments. These areas of enrichment offer the opportunity for self reflection, expression, collaboration, teamwork and character building. Staff will actively capitalize on these teachable moments so that students can transfer these learnings into their everyday lives.

4—Youth Voice and Leadership

As part of our school's focus on climate, the school is intent on soliciting student and family feedback. As a school of choice, we have been established to meet an observed need in the community and are programming is designed to meet student and family demand. One of the ongoing ways that we gather this input from students is by using the nationally normed Panorama (middle schools) or Web xSEL (elementary schools) survey. This gives students the opportunity to express the way in which their needs are or are not being met. Staff analyzes student survey results twice yearly and develops goals and action plans in order to meet student needs. When appropriate, we conduct focus groups that allow staff to explore ideas communicated in the survey at a deeper level and allow students the opportunity to practice self advocacy and effective communication skills.

Additionally, our afterschool program conducts periodic interest and feedback surveys to solicit student voice in the design of the program. It will be used to determine the types of projects, project themes and essential questions, as well as to determine the content and offerings of the self selected interest blocks. Staff is trained to regularly evaluate students' engagement and assess the efficacy of the selected resources and materials. During choice blocks, in stations, and in free play, staff take notice of those stations and resources that are especially enjoyed by students and adjust materials and offerings accordingly. Students will be able to focus on specific areas of interest through clubs and summer electives.

5—Healthy Choices and Behaviors

Each day students will participate in structured physical activities, (sports and organized games), as well as play actively during free play. Student input will be considered when identifying sports and games to be played. Programs will have a variety of developmentally appropriate equipment that encourages students to engage in healthy activities and find joy in movement. These organized and free play periods also offer staff and students the opportunities to explore healthy communication and socio-emotional skills in very concrete, tangible ways. Staff will work actively with students to navigate conflict, practice resilience, and emotional regulation. We encourage staff to participate in physical activity and play alongside students, as appropriate, so as to help students develop an understanding of healthy habits and their impact on development, capacity, mental health and general well-being.

Each after school session, students will be provided with a healthy snack in accordance with AB 130, Universal Meals. During intersession offerings, students will also be provided with a healthy

breakfast and lunch in accordance with AB 130, Universal Meals federal and state meal program mandates.

6—Diversity, Access, and Equity

Staff will create a welcoming environment by representing the diversity of the participants through program materials, (books, music, videos, activities, etc.), and celebrate diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, gender identity, and expression.

The school and its ELO-P will adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004. No student otherwise eligible to enroll in after school programming shall be denied, directly or indirectly, admission due to a or to the school's inability to provide necessary services. Policies and procedures in place for the regular school day to ensure the service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School, will be utilized for after school programs. Staff will be aware of and seek information and strategies to support all participant needs. Any student with a disability that requires accommodations to participate in an activity will be provided such accommodations by staff.

During onboarding at the beginning of the school year, as well as during regularly scheduled staff meetings, staff will receive professional development on diversity, equity, and inclusion, and sensitivity training in order to meet the needs of all students. Bright Star Schools is committed to becoming an anti-racist organization and as such requires all staff to participate in diversity, equity, and inclusion training. Staff training multi-day training throughout the year exploring their own identity and the way in which that lens is likely to contribute to the way in which they view and interact with others. We actively encourage staff to share their diverse experiences, and regularly administer surveys that ask staff about their comfort doing so at Bright Star Schools to assess and improve our culture, organization wide.

Through the training provided to staff, and the encouragement of staff themselves sharing about their diverse experiences and backgrounds, students will be shown by example the value in doing so. In addition, there will be explicit conversations during ELO-P, such as community circles, that provide students the opportunity, and encourage them, to share their experiences and backgrounds. The classroom charter and community/culture building is an important aspect at the beginning of the year to create an environment in which students and staff feel safe sharing such experiences.

7—Quality Staff

We know that quality staff is the cornerstone of a successful program. We complete a rigorous resume evaluation process utilizing a rubric aligned to desired characteristics. A phone screening is conducted with Human Resources, ensuring that staff identify with our core values of Integridad, Kohyang, Ubuntu and Growth, the belief that all students will learn, and restorative practices. If the candidate meets these criteria they are moved on to a site level interview where they conduct a demo activity with students so we can observe their grasp of developmentally appropriate content, management strategies, and relationship building with students. After

candidates lead a student activity, we solicit student feedback on how successful they believe the candidate will be in serving our community.

A bachelor's degree is strongly desired, along with bilingual ability in Spanish/English or Korean/English, but not required. We ensure that staff hired are able to: orient and provide instructional assistance to students individually, and in small and large groups, check for student understanding and facilitate differentiated supports for students, construct lessons and activities, tutor students, collaborate with others, assist in maintaining student records and files, operate technology, supervise students ensuring a safe environment, teach children to become responsible for the decisions and actions, guide children's behaviors positively teaching self-respect, respect for others and respect for their community, encourage children to interact positively, provide diverse age appropriate activities for physical and emotional growth, maintain open lines of communication with parents and other staff, and work in a collaborative environment. During the hiring process job titles and descriptions are posted via the internet to ensure availability to all potential employees.

Staff members receive approximately 36 hours of preservice and ongoing professional development to ensure that they continue to build on their foundational skills and are able to apply new learnings in the field to their interactions with students. In an effort to continue to recruit and retain the most highly qualified staff, Bright Star Schools recently updated our hourly salary scales for support staff to ensure we stand out as a desirable organization to work for. Supervisors regularly observe staff members on the ground and provide them with coaching and feedback as necessary as well as checking in frequently to provide staff with resources, support and thought partnering.

The senior leadership team of Bright Star Schools will monitor budget and compliance with program operations closely, and during the onboarding process, and through monthly meetings, will update staff on issues pertaining to their decision making, program execution, and their work in general. Bright Star Schools engaged EdFuel to consult on pay scales, ensuring they are competitive within the Los Angeles market. Due to COVID=19 Bright Star schools has paused the use of volunteers on all campuses, and look forward to re-engaging volunteers in the future and planning on how to do so within this program and the regular day program.

8—Clear Vision, Mission, and Purpose

Our vision is that Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world. Our mission is to provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life through after school and intersession programming. We also believe that play and exposure to a variety of enriching experiences is fundamental to each child's development of their unique skills and talents and will serve them academically by broadening their frame of reference. We aim to provide students a small, safe, and supportive program. To achieve this goal, we will:

- Provide a rigorous academic program, tools for good decision-making and a culture of accountability, creativity and compassion.
- Create a small, safe, structured environment that pushes each student to act with integrity and strive for academic excellence.
- Prepare students to make a smooth transition from elementary school into the demands of college preparatory middle and high schools, on their way to higher education.

- Envision an educational program that will allow students to learn how to read, write, and compute at or above grade level and to develop the academic and character skills that will serve them through the many life challenges they may face in accessing higher education.
- Envision a program in which education enriches the lives of students and their families and where we work closely with families to do the hard work necessary to achieve excellence and college graduation.

For the vision to become a reality, every decision regarding the program and philosophy centers on how to best drive student achievement by creating a small, safe and structured community enabling students the opportunity and support to reach the high expectations we hold for them.

Bright Star Schools will conduct quarterly program walkthroughs, utilizing both a program specific rubric and operations and safety rubric, and monitoring student enrollment and attendance to provide the school site leader and extended learning staff feedback and monitor progress toward goals and outcomes. We will also conduct student and staff surveys throughout the course of the year to elicit feedback and implement changes to the program. The program will inform participants, families, and partners with a welcome packet and informational meeting at the start of the year that will outline expectations for students and families, safety procedures, and how they can provide input to staff on content and program operations, as well as explain their roles and responsibilities in advancing the mission, vision, and goals of the program.

Programming	Goals/Objectives	Program Components or Activities
Academic Support	<ol style="list-style-type: none"> 1. Students will receive explicit skill instruction in any learning gaps that may prevent them from accessing the core curriculum. 2. Students will receive support in mastering and applying current skills from the core curriculum. 3. Students at or above grade level will deepen their understanding of and extend their learning. 	<ul style="list-style-type: none"> ● Small Group Instruction/Tutoring (iReady Tutoring Extension) ● Homework Club ● Drop Everything and Read ● Math/ELA Activities ● Choice Projects/Stations ● STEM lessons
Arts Education	<ol style="list-style-type: none"> 1. Students will be exposed to a variety of visual and performing arts that they may not otherwise be exposed to. 2. Students find joy and a vehicle for self expression. 3. Students expand their creative and imaginative problem solving skills. 	<ul style="list-style-type: none"> ● STEAM Projects ● Visual Arts ● Visual and Performing Arts Clubs
Athletics, Fitness, and Social Emotional Learning	<ol style="list-style-type: none"> 1. Students will develop healthy and active habits that will build confidence and the foundation for lifelong healthy habits. 2. Students will be exposed to and have the opportunity to participate in a variety of games and sports that they might not otherwise be exposed to. 3. Students will play to learn and successfully navigate in group dynamics. 	<ul style="list-style-type: none"> ● Outdoor Fitness Activities ● Group Challenges and Team Building ● Sports Clubs ● Playtime ● SEL Activities ● Group Challenges and Team Building

9—Collaborative Partnerships

The after school program leader works closely with instructional day staff, particularly administration, and the after school program takes place at the school site. Through this partnership, the school is able to coordinate a seamless and integrated partnership between the instructional day and expanded learning program.

Bright Star Schools employs Family Engagement Coordinators, whose work is to directly support families. These coordinators are hired with a strong preference for bilingualism in Korean or Spanish and English in order to communicate effectively with our linguistically diverse families. In addition, when hiring after school staff, bilingual skills are a preference in the job description, for the same reason.

All above partners, and our own internal protocols require that a memorandum of understanding be in place, which will formalize and clearly articulate the partnerships. Bright Star Schools' Student Activity Coordinator will ensure the logistical and compliance ends of partnerships are seamless so on site staff can focus on collaborating with the on site partner staff to provide the best experience for students. To engage, communicate, and connect parents to information and services available in their communities, students and families would be referred to our Student and Family Services team, who manage this area within our core program. There are quarterly meetings to reflect on data, and plan for the next year's activities, engaging external and internal partners. If concerns arise, Bright Star Schools leadership will meet with program leaders to discuss how to address any issues.

Prospective Program Partner	Services Provided
HOLA	Performing Arts Education
Inner City Arts	Visual and Arts Education
Everybody Dance	Dance Education
Camp Pali	Team Building and Enrichment
Students Run LA and Girls on the Run	Physical Education and Training
Harvard Westlake	Expanded Enrichment and Tutoring
Didi Hirsch	Mental Health Services

10—Continuous Quality Improvement

Staff and leadership will utilize walkthroughs and stepback meetings, as outlined above, to analyze data on the success of the program, and determine which adjustments should be immediate or longer term. This data will come from student and staff surveys, attendance and enrollment data, operations and safety rubric scores, and overall program rubric scores utilized when walkthroughs are administered. Improvement Team Personnel include each school's Dean of Academic Services (or Interventionist), Assistant Principal of Culture, Other Deans, and Bright Star Schools Executive Team. Goals, objectives, and set of guiding questions will be addressed in walkthroughs and stepbacks, information will be relayed to staff, and discussed.

Staff will participate in a weekly team huddle in which they will discuss the glows and grows of program operation that week, and will utilize that information to adjust responsibilities, give or receive constructive feedback, and note areas for continued professional development. These huddles will provide opportunities for self-assessment and training to expand their capacity, including progress, areas of growth, and successes.

In the program enrollment packet, the program will acquire consent to collect information from participants and families that addresses the purpose of the information and how it will be used. All records will be collected and used in alignment with the above outlined information. Information will be stored in the school’s office, or electronically, in a manner protecting confidentiality of stakeholders.

Programming	Goal/Object Rubric Measurement
Academic Support	<ul style="list-style-type: none"> ● Are students receiving explicit skill instruction in any learning gaps that may prevent them from accessing the core curriculum? ● Are students receiving support in mastering and applying current skills from the core curriculum? ● Are students at or above grade level deepening their understanding and extending their learning?
Arts Education	<ul style="list-style-type: none"> ● Are students exposed to a variety of visual and performing arts that they may not otherwise be exposed to? ● Do students find joy and a vehicle for self expression? ● Are students expanding their creative and imaginative problem solving skills?
Athletics, Fitness, and Social Emotional Learning	<ul style="list-style-type: none"> ● Are students developing healthy and active habits that will build confidence and the foundation for lifelong healthy habits? ● Are students exposed to and provided the opportunity to participate in a variety of games and sports that they might not otherwise be exposed to? ● Are students playing to learn and successfully navigating group dynamics?

11—Program Management

Bright Star Schools has established fiscal policies and employee handbooks that are updated annually in conjunction with our legal counsel to reflect any changes in federal, state, or local requirements. Both of these documents are also reviewed by the Bright Star Schools Board of Directors annually. Program policies will also be reviewed and updated annually and distributed to families at the beginning of each school year.

Bright Star Schools annually updates its student and family handbook to reflect any changes in federal, state, or local requirements. These handbooks are reviewed by our legal counsel and approved annually by the Bright Star Schools Board of Directors. Once approved, the handbooks are translated into any language where at least 15% of our student population speaks the corresponding language. Currently, Bright Star translates all handbooks into Spanish and we also translate the handbooks into Korean for Rise Kohyang ES and Rise Kohyang MS.

Handbooks are posted on our website and families can request a printed copy at any school's main office.

Bright Star Schools maintains commercial general liability, workers compensation, student and volunteer accident, auto, crime, cyber, educator's liability, and sexual assault liability coverage. Partner organizations should maintain commercial general liability, auto, and workers compensation insurance and will be asked to provide evidence of coverage and name Bright Star Schools as an additional insured. Specific coverage limits will be outlined in the agreement.

Bright Star Schools requires a written contract be drafted and executed prior to any work commencing. This agreement will outline a scope of work, roles and responsibilities of each party, insurance requirements, and payment information.

Bright Star Schools utilizes a student information system to house all individual student academic, demographic, and contact information. All staff have access to this system and have permissions to access and edit the system based on their role in the organization. Bright Star provides an export of student data to its partners, as needed, in order to complete federal, state, or local required reporting. Bright Star Schools will maintain attendance rosters for all students participating in ELO-P programming through its own student information system, google sheets, or a vendor's student information system depending on the program being offered. Rosters will be used to track student daily attendance and as needed sign in/out times for ASES/21st CCLC overlapping programs. All attendance records will be kept on file based on the number of years required by federal, state, or local mandates.

Employment records for all Bright Star employees are maintained in our HR information system and managed directly by the Bright Star HR team.

Bright Star Schools is a charter management organization that operates 9 high performing schools in 3 neighborhoods of Los Angeles. Bright Star provides both academic and business operations support for all schools. With the addition of ELO-P funds, Bright Star plans to hire a position to support the coordination of programs across all of our schools. A job description is still under development, but will be 100% allocated to the ELO-P grant. Additional positions may be partially allocated to ELO-P based on programming.

Below is a sample job description for a program leader who would work directly with students under ELO-P. This position will be allocated 100% to ELO-P.

Major Functions:

- Lead and assist in planning (prep time) & implementation of the daily after-school program under the direction of a Program Coordinator.
- Maintain a 20:1 (or 10:1 for TK/K) ratio using dynamic student recruitment and retention strategies.
- Lead and assist in preparing a creative environment using academic, cultural and recreational enrichment including the preparation of needed supplies and materials.
- Use age appropriate methods that include youth development principles. Supervise students in the activity areas.
- Maintain professional attitude, rapport and appearance with all program stakeholders.
- Communicate with school staff, parents and other family members regarding program activities, student needs, academic performance and events.
- Attend all required staff meetings and training.
- Escort/supervise youth to field trips and events
- Responsible for the distribution of supper/snack and daily attendance tracking.
- Availability to work evenings and weekends if necessary.

- Willing to travel off-site meetings, trainings and events.
- To perform other duties as assigned.

The grant tracking spreadsheet we will be using to track ELO-P Grant expenses details out, line by line, dates, vendors, services provided, costs associated, indirect costs, and recognizes the amount and duration of the ELO-P funding source.

The school Principal holds standing meetings with both the Academic Leadership Team and the VP of Finance to review their respective school’s budget. The budget is a live document in which decisions surrounding academic and operational needs are implemented in real-time. Revenues and expenses will be tracked on both the school budget and the grant expenditure spreadsheet

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Grantees

Bright Star Schools is utilizing ELO-P funding to expand the number of students we are able to offer after school programming to, as our current ASES and 21st CCLC grants restrict the number of students able to enroll. Bright Star Schools currently partners with After-School All-Stars, Los Angeles to offer high quality afterschool programming at all of its elementary and middle schools. We plan to identify ways to expand this partnership so that more students have access to enrichment opportunities. We will also be able to expand our offerings for intersession. We will utilize ELO-P funds as a lens for expansion of current programming.

Transitional Kindergarten and Kindergarten

We apply the same recruitment strategies to after school staff that we will be applying to the Universal Prekindergarten teacher recruitment. We will include staff in the professional development for UPK teachers which will be aimed at addressing the needs of, and developmentally appropriate curriculum for, younger students. We understand the requirement to maintain the pupil-to-staff ratio of no more than 10 to 1 and will plan and hire accordingly. In the planning of our UPK program we are partnering with, and learning from, local successful early education programs, and using those partnerships to develop staff, and are going through the process of selecting our UPK curriculum, based on recommendations from local programs and using the Transitional Kindergarten standards, any curriculum and programs in the after school program would be an extension of that.

Sample Program Schedule for TK/Kindergarten Students	
7:30am-8:00am	Before School Care and Breakfast
8:00am-2:30pm	Core Programming
2:30pm-3:30pm	Academic Support and Homework Hour
3:30pm-5:30pm	Arts Education and Athletics/Fitness
5:30pm-6:00pm	Exploratory Play

Sample Program Schedule

Summer/Intersession 9-Hour Day	
8:00am-8:30am	Breakfast
8:30am-8:35am	Transition
8:35am-9:10am	Social Emotional Learning
9:10am-10:10am	Science, Technology, Engineering, Arts, and Math
10:10am-10:15am	Transition
10:15am-11:05am	Mathematics and English Language Arts
11:05am-11:10am	Transition
11:10am-12:15pm	Arts Education
12:15pm-12:45pm	Lunch
12:45pm-1:25pm	Fitness
1:25pm-2:25pm	Arts and Athletic Clubs
2:25pm-2:55pm	Social Emotional Learning Team Building Activities
2:55pm-3:30pm	Reading
3:30pm-3:45pm	Snack
3:45pm-4:20pm	Fitness
4:20pm-4:45pm	Elective (Specialized Class 6 Week Project)
4:40pm-5:00pm	Sign Out