





Dear Bright Horizons Families,

We are pleased to introduce you to the Family Guide to My Bright Day®, Bright Horizons' approach to communicating care, classroom experiences and your child's developmental journey with us. This guide will help you better understand how we use the My Bright Day® app to communicate and inform planning and assessment for children as well as offer specific instructions regarding how you can use My Bright Day® as a parent.

There are three parts to this guide.

Part 1- What is My Bright Day®?

Part 2- Understanding Assessment explains how assessment enables us to make decisions about what to teach, when to teach it, and how to plan the right experiences for every child.

Part 3- Using My Bright Day® gives detailed and illustrated instructions to help you find and use the tools and resources available.

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Part 1

What is My Bright Day®?

My Bright Day® is a free mobile app that will allow you to learn about your child's day in real time – via smartphone, email, or web. Connect here for “What in the *World* Happened Today” (classroom curriculum highlights), individual child development observations, and care events (naps, bottles/meals, diaper changes) for our younger children.

How Will It Work?

My Bright Day® provides seamless communication with your child's teacher. Each morning, parents enter pertinent information such as last diaper, last meal, and any relevant notes for the day. Teachers will be able to view this information immediately and begin planning for your child's day. For younger children, teachers will add care events (diapers/meals, bottles, etc.) to the daily report, which can be viewed in real time by accessing the in-progress daily report in the app or website. Families will receive real-time push notifications for these entries and can always adjust notification settings. For all children, teachers will enter classroom learning experiences, and may share photos and/or videos of your child. Remember that the children's safety is our first priority, so updates will be made as time allows. There is no need to remember to grab a paper daily sheet at the end of the day; your child's daily report will be emailed directly to you. You will also have access to a report history and photos/videos in the Memories section.

Understanding Assessment



Families often wonder:

- What are the most important skills my child needs to have to be ready for school?
- How do the teachers find out what my child knows and can do?
- How will the teachers ensure that my child is developing and learning as expected?
- How can I find out about my child's progress?
- What can I do at home to help my child gain the skills and knowledge to be ready to succeed in school and in life?

In our program, we use a system of ongoing assessment that answers your questions. The assessment system we use does not involve testing children rather we use a more holistic and comprehensive approach to learn about each child. MyTeachingStrategies®, integrated with My Bright Day®, helps us observe and plan for each child ensuring that every child is making progress. It helps us discover each child's strengths, skills, interests, and needs so we know how to help every child experience success. We know how important these early years are to children's success in school and in life. Like you, we want to do everything we can to give your child a strong foundation for lifelong learning.

What Is Being Assessed and Why?

When assessing children, we observe and nurture the skills and knowledge we want them to acquire in our program. Assessment, therefore, is closely linked to our curriculum. To teach effectively, we have to know *what* to teach, *when* to teach particular skills, and *how* to teach in ways that help each individual child develop and learn.

Every day you have seen your child developing new abilities, such as

- learning how to relate positively to others and how to control emotions;
- developing physical skills, gaining increasing control of both large and small muscles;
- acquiring thinking skills, solving problems, and figuring out how things work; or
- understanding the meaning of words and using words to communicate.

From a very early age, your child has been gaining knowledge and skills in five important content areas:

Literacy: enjoying stories and books, understanding how print works, learning the alphabet and the sounds of words and letters

Math: comparing sizes and shapes, recognizing patterns, counting and using numbers

Science and Technology: observing and experimenting to learn about objects and living things and using tools and technology to do tasks

Social Studies: learning about people—how they live, how they change, and where they live

The Arts: exploring music, dance, and dramatic play and expressing ideas with art materials

The 38 objectives for development and learning are based on research, include the skills and knowledge that predict children’s school success, and are aligned to state early learning standards. This reassures us—and you—that we are focusing on the most important skills and knowledge that children need to acquire in the first years of life.

The objectives are organized into 10 areas of development and learning, including 2 for English- and dual-language learners. Many of the objectives are broken down into 2 or more smaller objectives called “dimensions.” These dimensions clarify all the skills that are relevant to each objective. On the next page, you will find a complete list of all the objectives for development and learning for children from birth through 3rd Grade.

Objectives for Development & Learning

Birth Through Third Grade

Social–Emotional

- 1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
- 2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
- 3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

- 4. Demonstrates traveling skills
- 5. Demonstrates balancing skills
- 6. Demonstrates gross-motor manipulative skills
- 7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

- 8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
- 9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
- 10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

- 11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems

- d. Shows curiosity and motivation
- e. Shows flexibility and inventiveness in thinking
- 12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
- 13. Uses classification skills
- 14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

- 15. Demonstrates phonological awareness, phonics skills, and word recognition
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates discrete units of sound
 - d. Applies phonics concepts and knowledge of word structure to decode text
- 16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Identifies letter-sound correspondences
- 17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books and other texts
 - b. Uses print concepts
- 18. Comprehends and responds to books and other texts
 - a. Interacts during reading experiences, book conversations, and text reflections
 - b. Uses emergent reading skills
 - c. Retells stories and recounts details from informational texts
 - d. Uses context clues to read and comprehend texts
 - e. Reads fluently
- 19. Demonstrates writing skills
 - a. Writes name
 - b. Writes to convey ideas and information
 - c. Writes using conventions

Mathematics

- 20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
 - d. Understands and uses place value and base ten
 - e. Applies properties of mathematical operations and relationships
 - f. Applies number combinations and mental number strategies in mathematical operations
- 21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
- 22. Compares and measures
 - a. Measures objects
 - b. Measures time and money
 - c. Represents and analyzes data
- 23. Demonstrates knowledge of patterns

Science and Technology

- 24. Uses scientific inquiry skills
- 25. Demonstrates knowledge of the characteristics of living things
- 26. Demonstrates knowledge of the physical properties of objects and materials
- 27. Demonstrates knowledge of Earth's environment
- 28. Uses tools and other technology to perform tasks

Social Studies

- 29. Demonstrates knowledge about self
- 30. Shows basic understanding of people and how they live
- 31. Explores change related to familiar people or places
- 32. Demonstrates simple geographic knowledge

The Arts

- 33. Explores the visual arts
- 34. Explores musical concepts and expression
- 35. Explores dance and movement concepts
- 36. Explores drama through actions and language

English Language Acquisition

- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English

Observing What Children Do and Say

The most authentic way to discover what children know and can do is to observe them as they participate in daily activities in the program. Like you, we observe children all the time. The observations we do for assessment are more intentional. We are watching and listening to gain information on specific aspects of their development and learning.

The 38 objectives for development and learning give us a focus for our observations. During every day experiences, we take note of what children do and say. Here are a few examples of this kind of intentional observation:

- During mealtimes with a group of 4-year-olds, we always sit and talk with the children. We note when a child is able to engage in conversations of at least three exchanges (“Engages in conversations”), and when the child regularly seeks to play with one or two other children (“Makes friends”).
- When we read books to the children, we observe to find out whether children are able to respond to questions about the story (“Interacts during read-alouds and book conversations”) and whether children are able to retell a familiar story using pictures as cues (“Retells stories”).
- We might observe a child stringing colored beads in a simple repeated pattern, such as red, blue, red, blue (“Demonstrates knowledge of patterns”) and then accurately counting the beads and announcing, “I have 18 beads on my necklace”, (“Counts”).

We observe children over time and at different periods of the day to be sure we capture an accurate picture of what each child knows and can do. The examples of what your child knows and can do are documented and sent to the portfolio that we share with you via My Bright Day®.

Exchanging Information with Families

Throughout the year, we will set up family conferences so we can meet with you and review your child’s accomplishments and progress. We will provide you with a report that highlights what your child is able to do in different areas of development and learning. The conference is an opportunity for us to share our observations, look over samples of your child’s work, and hear what you are observing about your child’s progress. We will plan together how we can support your child’s development and learning at home and at school.

Examining Progress

We regularly review the information we have collected in each child's portfolio to determine what step a child has reached in the progression for each objective. We know what reasonable expectations are for each objective and dimension, and where most children of a particular age-group or class/grade are likely to be at the beginning or end of a program year.

As stated earlier, children develop at very different rates, and there is a wide range that can be considered typical development for any age group or grade. We use the information we have collected to decide which step best describes the child's skills, knowledge, and behavior related to each objective. We ask ourselves two questions:

- Is the child making progress?
- Is the child performing within widely held expectations? If not, why?

There might be several reasons a child is behind what is expected. It could be that the child has not had sufficient experiences to develop the skill or understanding. In that case, we know we have to give more attention to providing the support the child needs. It may also indicate that a more in-depth assessment may be necessary to identify what is preventing the child from progressing.

Summarizing and Using What We Learn

The last step in the assessment process is summarizing what we have learned about each child's progress on all the objectives, and then using the information to plan for each child and for the group of children. Because MyTeachingStrategies® covers all areas of development and learning, we have a complete picture of every child. We know where a child's development and learning is progressing as expected, and what areas need more focus and attention. We will share a "Development and Learning Report" with you that summarizes what your child's knowledge and skills currently are, and where you can expect your child to go next.

The activities we offer children each day can be adapted based on what we know of each child's abilities. We can modify any activity to make it simpler or more complex so all children can participate successfully. This is the great value of our assessment system. It not only connects to our curriculum.

Planning the right Experiences

Through a meaningful process of observation, assessment, and planning, teachers use what they know about children's progressive development, paired with their emerging interests, to create lesson plans. Our teachers guide children's experiences through projects, play, and learning opportunities that correspond with children's developmental abilities and their expressed interests. In this way, our curriculum planning emerges from the children.

Part 3





Getting Started

There are three ways for parents to receive and provide information related to their child's daily experience: Mobile Application, Website, and Email.

1. Mobile Application (recommended)

With the mobile application, you can submit routine drop-off information, log in throughout the day to view real-time updates on your child's daily activities, see pictures and videos, customize your settings, and view the full Daily Report at the end of each day.

- Download My Bright Day® through the App Store  or Google Play  Google Play! on your mobile device by searching for My Bright Day®
- Log in using your existing Family Information Center account information (email and password)
- If you do not have an existing Family Information Center account, sign up there first (<http://familyinformationcenter.brighthorizons.com/>), then log in to My Bright Day®

2. Visit the Web

You can also access My Bright Day® from a computer via the Family Information Center.

- Go to <http://familyinformationcenter.brighthorizons.com/>
- If you already have an account:
 - Log in and click “My Bright Day®” on the left-hand side of the screen
- If you do not have an existing account:
 - Click the Sign Up tab
 - Enter the primary email address your center has on file and click Submit
 - An email will be sent to the address you submitted containing a temporary password
 - Log in using the temporary password
 - Click My Bright Day® on the left-hand side of the screen

3. Receive Emails

At the end of the day, the Daily Report will be sent to the email address the center has on file. The Daily Report will include all the information regarding your child's day. In addition, throughout the day, you may receive emailed pictures and videos.

Settings

Changes can be made to the types of notifications or emails received at any point from the Settings of the My Bright Day® application.

If you have any questions, please contact your Center Director, reach out to the support team at 855-239-3850, or email mybrightday@brighthorizons.com.

Accessing My Bright Day®

×



Enter your **USERNAME** and **PASSWORD** in the corresponding fields

enter your username

enter your password

Select **SIGN IN**

sign in


If you do not have a Family Information Center account and need to set up your account, select **SIGNUP**

don't have an account?

signup

forgot username

forgot password




SIGN UP

The sign up process allows you to create your login that can be used to access My Bright Day and the Family Information Center. First, enter your email address below and click submit. An email will be sent to your primary email address with a temporary password and setup instructions to complete the sign up process.

Note: this should be the email address your center / school has on file for you.

* Email Address



Having trouble? Please call 855-239-3850 or contact the [Help Desk](#)

Enter the email address that the center has on file for you and click **SUBMIT**

Upon signing up, you will receive two emails, a welcome email with your username and an email containing a temporary password. Please follow the link in the temporary password email and type (do not copy and paste) the temporary password directly into the app. Once you enter your username and temporary password, you will be prompted to create a new password upon logging in.



Navigation

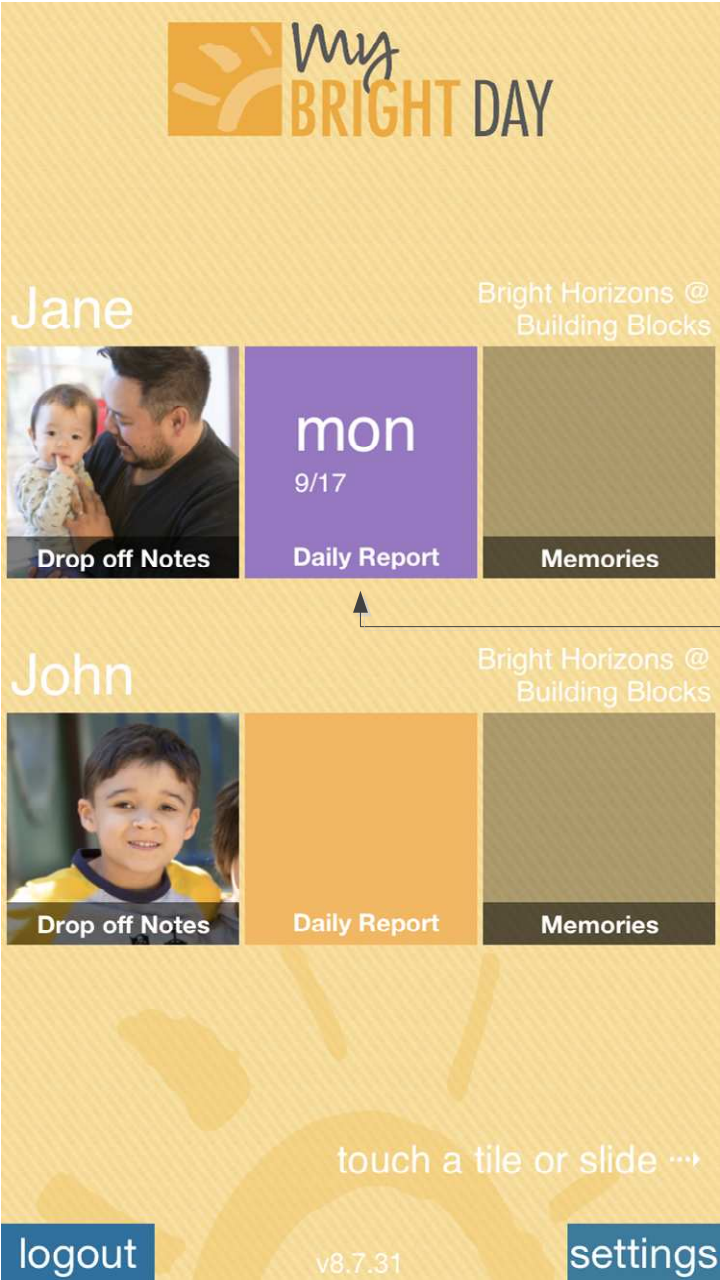
Home

Tap **DROP OFF NOTES** to enter information prior to drop off or up to two hours after drop off

Tap **DAILY REPORT** to access the *in progress* daily report for the current day

Tap **MEMORIES** to access previously shared photos/videos, daily reports, or notes

Tap **SETTINGS** to manage your notification preferences



Drop off Notes

The screenshot shows the 'x jane' app interface. At the top, it says 'x jane' and 'scheduled on 9/25'. Below this is a list of categories to add information about a child's day. Each category has a corresponding instruction box on the left or right side of the screen.

liquids touch to add

last meal touch to add

sleep touch to add

diaper touch to add

food provided touch to add

contact touch to add

meds touch to add

note touch to add

Select **LIQUIDS** to add last bottle or nursing time

Select **SLEEP** to indicate when your child woke up or last napped

Select **FOOD PROVIDED** to note any food that was brought for the child

Select **MEDS** to indicate if medication will be provided or if sunscreen/insect repellent was applied

Select **LAST MEAL** to add any information on when and what your child had for a last meal

Select **DIAPER** to add last diaper or toileting information

Select **CONTACT** to indicate the contact and pick-up time for the day

Select **NOTE** if you would like to add any additional information about your child for the day

Daily Report

The Daily Report will display all information that has been entered by the teacher for your child for the current day.

x

daily report

Zachary : 10/27

notes

TODAY'S TEACHER NOTES

Need pull-ups

naps/sleep

slept for 1 hr 42 min from 12:58 PM to 2:40 PM

meals

AM Snack @ 9:10 AM - all of the banana, all of the muffins, all of the water

Lunch @ 12:00 PM - all of the milk, all of the cantaloupe, all of the water, most of the nuggets

diapers

8:55 AM - Wet, TriedKT

10:20 AM - Dry, BM, Diaper CreamKT

12:27 PM - WetKT

Changed after he was finished eating lunch


2:48 PM - WetKT

snapshots

cognitive, science and technology

Zack is placing the leaf inside of the jar of water. Ms. Krista asked him if he thought it would sink or float. Zack replied, "leaf float."

Goals: 11a. Attends and engages, 12a. Recognizes and recalls, 24. Uses scientific inquiry skills, 26. Demonstrates knowledge of the physical properties of objects and materials



Memories

Tap **TOUCH HERE FOR OPTIONS** to filter screen for photos, daily reports, or notes



Tap the date to change the month or year or to view another child

Tap any of the squares to open a larger view of the photo/video, daily report or note

Settings

Enables a parent to receive the emailed daily summary at the end of each day

x settings

receive email communications

yes

no

receive real-time daily report notifications throughout the day

yes

no

Enables a parent to receive push notifications in the areas below once it has been entered by a teacher into the app

meals

yes

no

medications

yes

no

sunscreen/insect repellent

yes

no

naps

yes

no

notes

yes

no

potties

yes

no

morning reminder for "please bring" items

yes

no

Enables a parent to receive a push notification on their device when their child has been checked into the app by the teacher

receive real-time check-in notifications

yes

no

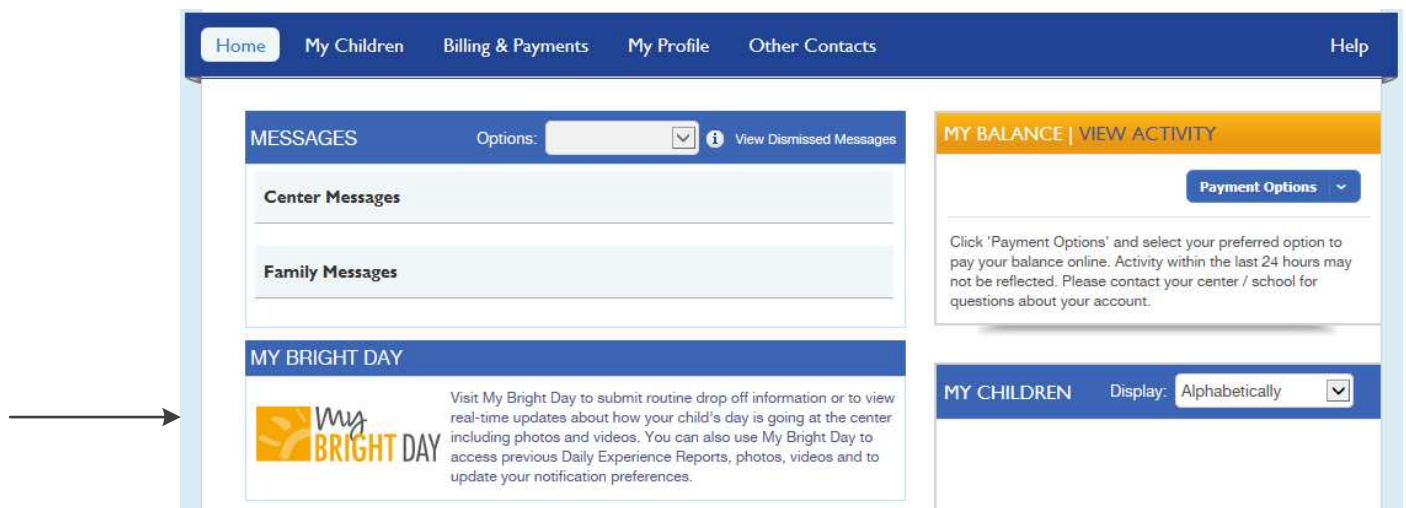
My Bright Day® Web Instructions

You can also submit drop off information, view real time information, access past information, and customize your My Bright Day® settings via the Family Information Center.

Step 1: If you do not have an account, go to <http://familyinformationcenter.brighthorizons.com/>

- Click the Sign Up tab
- Enter the primary email address your center has on file and click Submit
- An email will be sent to the address you submitted containing a temporary password
- Follow the link in the temporary password email to reset your password; please do not copy and paste the temporary password into the app
- Log in by using the newly created username and password

Step 2: Log into the Family Information Center and click on the My Bright Day® logo



Your actively enrolled children will appear along the top. You can filter your view by selecting a specific child's name or photo to see just that child's data.

Select **SETTINGS** to manage your communication and notification settings

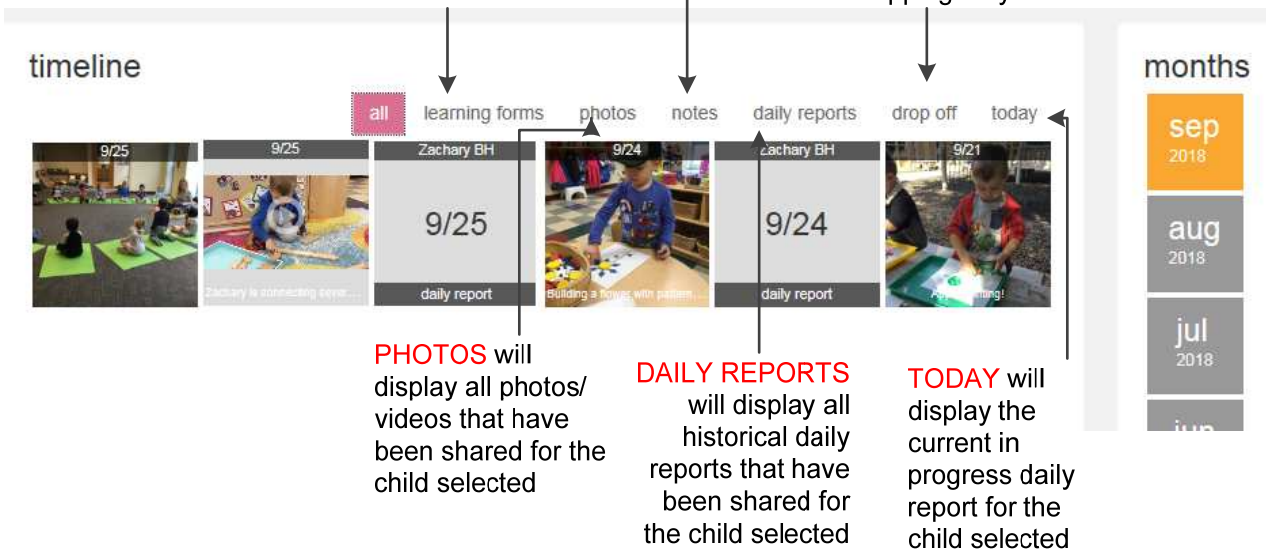


NOTES will display any notes or reports shared by your center

LEARNING FORMS will display information shared by your center related to your child's development and learning

DROP OFF allows you to share notes and information with your child's teacher prior to drop off or up until two hours after dropping off your child

Tap the date to change the month or year



PHOTOS will display all photos/videos that have been shared for the child selected

DAILY REPORTS will display all historical daily reports that have been shared for the child selected

TODAY will display the current in progress daily report for the child selected

Conclusion

We hope *A Family Guide to My Bright Day*® has answered your questions about what your child is learning and how we use ongoing assessment to support your child's development and learning. Your involvement in this process—sharing your own observations of your child and reviewing the observations we share with you—will give all of us a richer and more accurate picture of your child's growing abilities. The resources you have access to will help you find new ways to promote your child's development and learning at home.

We look forward to a wonderful partnership that will enable your child to develop the skills and knowledge to be successful in school and in life. Thank you for joining us!