



Bright Stars

Child Care and Preschool

Parent Handbook

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WELCOME LETTER TO PARENTS

Dear Parents,

Thank you for choosing Bright Stars Child Care and Preschool, where children come first! We will do our very best to make your time with us a safe, enjoyable and rewarding experience. We believe young children learn best by doing – through play and meaningful work. They need a safe, happy, stimulating, and nurturing environment offering concrete sensory experiences, positive social encounters and age-appropriate learning opportunities.

We believe children can achieve their full potential by experiencing success with activities that encourage development of a healthy self-concept and foster positive interactions with peers and adults. Children learn to feel good about themselves as people when they are treated in a positive, caring manner. Trust and emotional security result when children learn to expect positive experiences with caring, affectionate adults.

We believe each child is unique and part of a family system. Since parents are the most significant adults in a child's life and know their children better than anyone, respectful, supportive partnerships between teachers and parents are critical to meeting each child's needs. Daily communication between parents and teachers is very important.

We believe parents and teachers benefit from child development educational opportunities, enhancing their skills and improving their ability to help children become independent, self-confident, inquisitive learners. Please familiarize yourself with the Parent Handbook and other assorted documents.

Additional information and helpful hints about child development are also available from the staff. Your comments and suggestions are welcome and expected. As owners, we want to know whenever you have a question or concern. Misunderstanding can occur when communication is lacking, so please be sure to let one of us (Lead Teacher, Director, or Owner) know when something is on your mind. We are proud of the faith you have placed in us and will work continually to justify your trust.

We look forward to having you with us!



*Masroor Farooqi
for Masroor & Hina Farooqi*

INTRODUCTION

Welcome to Bright Stars Child Care and Preschool. We are dedicated to quality child care and educational excellence. It is our goal to provide an environment for your child that encourages him/her to explore and discover new and exciting adventures.

Our facility is focused on accommodating your child's needs. We encourage staff and parents to develop a positive relationship that will work towards promoting the well-being of each individual child. Your input in facilitating this process is greatly valued. We assure you that we will do our best to provide your child with a safe physical environment and inspiring atmosphere.

We look forward to working with you and your child. If, at any time, you have any concerns or suggestions, please feel free to contact the Director or owner of the center. Please remember, working together we will make more progress.

To contact the center, please feel free to call our main line at (303) 369-8880 or email us at hina@brightstars.us

VISION

The vision of Bright Stars Child Care and Preschool is to provide safe, affordable, high-quality childcare for the children in our care and our focus is to provide a stimulating early care and education experience which promotes each child's social, emotional, physical and cognitive development.

Our goal is to prepare children for their future learning experiences and to do so as a cooperative partnership between parents and staff. We recognize that we will be successful only as a team and teachers play an extremely important part in the success of the child and our center.

In this spirit, we ensure that the teachers are set up for success and have the proper training, motivation, and tools available to them to provide the best services possible to both the children and the parents in our center.

We recruit qualified teachers that we believe will be a good fit in our unique environment. We then work very hard to make sure their needs are met so that they thrive in this environment and can deliver the appropriate care to the children in their classes.

PHILOSOPHY

We believe each child is a unique individual. The philosophy of Bright Stars Child Care and Preschool is to provide an environment that facilitates the cognitive, emotional, social and physical development of each child. In the process, we encourage collaboration among parents and staff. Together, we try to understand the unique needs of each individual child and implement strategies that will allow for maximum growth to occur.

We believe challenging and stimulating learning activities and experiences can enhance the formative years of a young child. Bright Stars Child Care and Preschool is dedicated to creating children with a positive self-esteem, individuality and a sense of responsibility that will allow them to discover and experience the world.

AGES OF CHILDREN/PROGRAM

Children of ages three months through thirteen years are accepted at the Center. Children are grouped by appropriate ages. However, during transition times and special events children of different ages may be grouped together. We have a before and after school program. We provide transportation to their respective attending schools.

Additionally, we have a program for infants. We accept children referred by the county Social Services Department.

CHILD ABUSE

State laws are followed concerning Child Abuse. A written policy on child Abuse is available at the Center. Should staff suspect a possible child abuse or neglect it has to be reported to the Department of Social Services.

TRAUMA POLICY

Bright Stars has a Trauma related policy whose purpose is to address the trauma in the lives of the children and families served by our center. The policy is promulgated to promote the understanding of trauma and its impact, ensure the development of a trauma informed system and the availability of trauma specific services for the children in our care.

We have developed a trauma-informed system for all and shall ensure that the following elements are provided:

- i. Adoption of trauma informed culture: values, principles and development of a trauma informed system of care ensuring safety and preventing re-traumatization.
- ii. Engagement in organizational self-assessment of trauma informed care
- iii. Adoption of approaches that prevent and address secondary trauma of staff
- iv. Screening for trauma exposure and related symptoms for the children
- v. Trauma-specific assessment for the children
- vi. Trauma-specific services for the children using evidence-based practice(s) (EBPs); or evidence informed practice(s) are provided in addition to EBPs
- vii. We shall join with community organizations to support the development of a trauma informed community that promotes healthy development of children and reduces the likelihood of adverse childhood experiences.

The program partners with families of children with special needs to support their inclusion within the classroom and program.

The program partners with families of children with special needs to meet their learning and development goals."

2.15 2.16 CHILDREN WITH SPECIAL NEEDS

Children of all abilities are accepted into Bright Stars and families interested in having their child attend the program will be given an equal opportunity for admission. A waiting list may be maintained, and children will be accepted from the list on a first come first served basis.

Inclusive Environment

To support children with special needs in meeting their learning and developmental goals, early childhood educators at Bright Stars use developmentally appropriate practices and consider the unique needs of all children when planning. Educators use the Colorado ELDG and individual bi-annual child assessments to guide the developmental goals and ensure that their lesson plans are individualized to meet the needs of all children.

Bright Stars partners with families of children with special needs to support their inclusion within the classroom and program by adapting schedules, routines, and activities. These activities are flexible and early childhood educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities such as weighted stuffed animals, noise cancelling headphones, dedicated quiet area for addressing sensory over stimulation. Any adaptations will be reviewed with families and other professionals supporting the child.

Staff will make every attempt to make any adaptations or modifications necessary to meet the needs of the children. Additionally, opportunities are provided for every child to participate in all aspects of the classroom and day (e.g., daily routines, free play, outdoor time, etc.). We believe that each child deserves an environment and experiences that promote growth in all areas of their development.

We partner with many organizations to provide referrals for any physical and mental needs that we feel the child need to be screened for. We have a library of pamphlets from various providers that provide screening and therapies to children in our care and these are available to the parents if they need them.

Process of Identifying Special Needs

Our process for identifying and addressing the needs of children with special needs is the following:

the director and the teachers meet with the parents of the child at the time of enrollment to discuss any special accommodations or any special needs that the child has

if such needs are identified the teachers and the directors work with the parent to provide the appropriate care that is needed for the child. If that requires an intervention by um other parties such as physical and occupational therapists those resources are made available to the parent:

Initially, these needs are not identified then while the child is at our center, the teachers who have identified a potential issue that needs to be addressed with the help of outside resources, the teachers bring it up to the director. The teacher and the directors then sit down with the caregiver

of the child and identify a course of action that needs to be taken if there are any resources that the parent requires, we share those resources with the parent and guide them towards a solution where a more professional evaluation can take place.

Bright Stars Child Care and Preschool will comply with federal, state and other related laws. Every effort will be made to accommodate children of special needs depending on availability' of staff and other resources in compliance with American with Disability Act (ADA). We will work with the parents to address and accommodate the child(ren) to the best of our ability and will help in providing resources to the parents to work with professionals in the field to address the needs of these children.

CHILD GUIDANCE & DISCIPLINE

Children's behavior will be guided by setting clear limits or rules for children. The teacher will talk with children about expected behaviors and model those behaviors consistently for them. They will state positively what children can do, using specific terms (e.g., "you need to walk" rather than "don't run"). Undesirable behavior will be redirected to another activity. Children will be given a wide variety of age-appropriate activities to choose from and will be given the attention they need before they demand it. Behavior management will be for the purpose of helping children develop self-control, self-esteem and respect for the rights of others.

We understand that there will be times when a child will become distraught, fussy or won't quit crying. Our first action in these situations will be an attempt to determine the cause of the distress. It may be related to a basic need such as hunger or comfort, or it may be that the child just needs some extra time and attention. We understand that crying is normal, and that all babies will have times when they cannot stop crying. At these times, we will stay calm and will do whatever we can to soothe your child. Sometimes this may mean just allowing the child to cry for a few minutes and then trying again. However, there also may be times when I need your advice or assistance, and I won't hesitate to call you if I feel that it is necessary.

A "time out" or "take a break" may be used when other techniques have not been successful. A time out will be used to remove a child from a situation that has gotten out of control before a child can hurt himself or others. Time outs will never exceed five minutes and will not be used with children under three years of age. When used, the time out will immediately follow the behavior. We will stay with the child and talk about what behavior was unacceptable, and what else s/he might have done or said instead. Rather than use a specific time-out chair or corner, we will have the child "take a break" near the others so the emphasis is on relax / cool down rather than isolation and punishment. The child will be praised after completing the time out and will be helped to rejoin the group.

We recognize that no single technique will work with children every time. If a child exhibits unacceptable behavior, we will request a conference with parents to consider how to deal with the behavior. If the behavior continues, the next steps may include referrals to appropriate community resources, and / or discharge of the child from care.

As a strict policy, actions that may be psychologically, emotionally or physically painful, discomfoting, dangerous or potentially injurious are prohibited. Prohibited actions include spanking, hitting, pinching, shaking, slapping, twisting, throwing or inflicting any other form of

corporal punishment on the child; verbal abuse, threats or derogatory remarks about the child or the child's family; physical restraint, binding or tying the child to restrict the child's movement; enclosing the child in a confined space such as a closet, locked room, box or similar cubicle; withholding or forcing meals, snacks or naps; actions that are cruel, aversive, humiliating or frightening to the child; or punishing a child for lapses in toilet training. These forms of punishment will never be used, even at a parent's request.

ENROLLING YOUR CHILD

To enroll your child, you need to fill out the registration information and health certificate information and pay a \$50.00 registration fee. All children must meet the health requirements of the State of Colorado to enroll in Bright Stars Child Care and Preschool. No one shall be denied access to our program because of race, sex, creed, religion or color.

For children who need to be administered medicines, all medications must be present before the child can start. If the medications are not present, the child may not be able to start that day. This includes, but is not limited to: asthma medication, severe allergy medication, seizure medications etc.

DISCHARGE OF ENROLLED CHILDREN

We require a two weeks' notice before withdrawing your child, and the parent is responsible for fees due for those weeks. Should your child be away on vacation from the center for one or two weeks, you will not be responsible for paying child care tuition for those weeks. We cannot hold a space for your child beyond two weeks. After that time your child will be withdrawn.

At Bright Stars we provide the proper care for all the children in our care. However, there are times when a child's behavior with the teacher, administration and other children makes the environment dangerous for themselves and others around them. We will ALWAYS make a good faith effort to address the issues with the child(ren), parents and teachers. We will document any issues and concerns on the "Classroom Behavior Report" to be provided to the parent. If however, there is no change in behavior and it is deemed by the center's staff and administration that the child(ren) are a danger to themselves and others in the center, the children will be asked to leave the center.

We can also refuse to admit a child if a statement from the health care provider is not submitted within 30 days of enrollment. Additionally, a child may be discharged from the center for reasons such as, but not limited to:

- Failure to pay fees on time (grounds for immediate termination, without advance notice).
- Lack of parental cooperation.
- Inability of child care program to meet the needs of the child. We will consult with the parent concerning how any problems might be solved before ending the care arrangement. The parent will be referred to other community resources.
- Repeated failure to pick up the child at the scheduled time.
- Failure to complete and return required forms.

ARRIVING & LEAVING THE CENTER

When bringing your child to the center, we ask that you sign the child in at the front office desk and

accompany his/her to his/her classroom. It is the responsibility of each teacher to know who is in the classroom at all times of the day. By making brief contact with your child's teacher you are ensuring that we know your child is here and in the proper place.

Children arriving at the center at times when their regular class has left for field trips will be assigned to another age-appropriate class until their regular class returns.

We will release a child only to the parent who enrolled the child or to someone they have specifically authorized in **writing on the enrollment form**. It is the parent's responsibility not to restrict the rights of another parent or act in a manner contrary to court order. We are bound to abide by any legally served court orders and will communicate to the enrolling parent that an order has been served. When picking your child up, you will sign your child out of the center. We strongly encourage you to talk to the teachers on the progress of your child development.

EDUCATIONAL PROGRAMS

Bright Stars Child Care and Preschool provides educational programs that are age-appropriate and meet the developmental needs of the child. The curriculum for toddlers, preschoolers, and school age children has been designed to meet their respective needs. Information about daily activities is posted each day in the classroom.

We plan activities and provide children with a variety of experiences. Some of the activities include:

- Language development: Books, music, story time, finger plays, flannel board stories
- Large muscle skills: Balls, hula hoops, bean bags, swinging, outdoor play
- Small muscle skills: Arts / crafts, stringing beads, pegboards, blocks
- Creative expression: Dramatic play, puppets, music / instruments, flannel board
- Self-help skills: Assist with mealtime preparation, dress self for outdoors
- Literacy skills: Books, story board, alphabet and writing games

PLAY is the major component of our program. Enough time, materials and space will be provided for children to actively explore the world around them. Children will have an opportunity to use a variety of art materials and manipulative and housekeeping equipment

The toddler's program emphasizes language development, social skills, self-help and encourages exploration. The preschool program emphasizes reading and math skills, thinking and problem solving, and encourages physical and emotional development. The school-age and kindergarten programs address individual needs, encourage exploration and discovery, and provide choices of age-appropriate academic and extra-curricular activities. **For younger children, Parent/Teacher conferences are held two times each year to discuss your child's progress and other related needs.**

CURRICULUM

Bright Stars uses a formal curriculum by Funshine Express in our Program. The curriculum has been cross walked to the Colorado Early Learning and Developmental Guidelines (ELDG). Our daily schedules in each room promote the physical, social emotional and cognitive development of young children. Our goal is to provide an environment where children can succeed through a combination of independent learning and teacher-led group instruction. Children learn best through play and

hands on activities. Through play, children meet the Colorado Early Learning & Development Guidelines for curriculum which addresses the following domains to learning.

- Physical development and health
- Social and emotional development
- Language and literacy development
- Cognitive development
- Literacy knowledge and skills
- Logic and reasoning
- Mathematics knowledge and skills
- Science knowledge and skills
- Social studies knowledge and skills
- Creative arts expression

We offer plenty of opportunities through experimentation and problem solving. Basic skills are developed and nurtured through a variety of activities that are relevant to the children's lives. Activities are designed to enhance self-esteem and positive attitudes. Please see our weekly planning calendars posted on the classroom bulletin boards.

Our staff is offered annual trainings on curriculum implementation procedures.

Colorado Early Learning & Development Guidelines for infant's curriculum, which addresses the following domains to learning. Cognitive Development, Language and Literacy Development, Emotional and social development, Physical Development and Health Approaches

Our infant's curriculum meets the above domains. Children learn through daily routines and daily experiences, routine such as Hello and goodbyes, Diapering, and Feeding. In addition, children learn through daily experiences, such as playing with appropriate toys, enjoying book, connecting with music and movement, & language learning through positive interactions with adults and peers.

To learn more about the Colorado Early Learning & Development Guidelines, please see <http://earlylearningco.org/> and for a complete PDF of the Colorado Early Learning & Development Guidelines please go to <http://www.cde.state.co.us/early/eldgs>

PRIMARY CAREGIVER POLICY

At Bright Stars we take the encouragement of relationships between the primary caregiver and child and family seriously. Therefore, we understand the importance of assigning a primary caregiver to each group of children. The assignment of a primary caregiver to every child in group care means that when a child moves into care, the child's parents, the director, and the caregiver knows who the person is who is principally responsible for that child. Primary care giving does not mean that one person cares for an infant or toddler exclusively, all of the time—there is teaming and teamwork in every classroom. Primary care giving does mean that the infant or toddler has someone special with whom to build a trusting relationship.

The biggest benefit to primary care is that the children develop trust and attachment to their primary caregiver and it provides consistency. By having a consistent teacher care for a specific group of children, a relationship is built in which the children develop trust and learn how to build

relationships. Children learn to trust that their caregiver will change their diaper when needed, feed them when they are hungry, and support their interests. As well as provide comfort in stressful situations, like the departure of a parent during drop off and during transitions.

Primary caregivers also build relationships with parents. The parent's benefit of primary care is that they know that the child will receive consistent care based on the child's individual needs and be able to have communication with a specific teacher or team.

INTERPRETER POLICY

Our goal is to serve all our family's needs to ensure that all our families feel welcome and secure. One of the components to meet that need is that families have interpreters in their home language to help them with enrollment, parent- teacher conference, and family events. Our policy is to assist families by providing interpreters to help them with the process of enrolling their child, communicating with staff and other families, as well as assist families in navigating community services so they may access resources.

We engage Colorado Language Connection for our interpreter needs depending upon a language that we internally cannot support.

Additionally, we have a multilingual staff that can support several languages that are the predominant need of the local area. If a parent comes in that needs help in a language that we do not support then we use the Colorado language connection to set up an appointment so that we can do a meeting in which Colorado language connection is present via telephone and they translate the information from us to the parent and answer any questions that the parent might have. . This way we ensure that the family has someone that can speak to them in their home language when we contact them as well as during parent meetings. It is our policy to review our interpreter policy annually to ensure that our families' home language needs are being met.

Although currently we do not have a classroom with a dominant second language, if we did, a bilingual teacher of that specific language will be assigned to a classroom.

PARENT TEACHER CONFERENCES

There are two scheduled conferences during the year. In October of the year, you will have a "Get Acquainted" conference with your child's teacher, and one in March. However, a parent or staff member may request a parent conference at any time he or she would like further information or an update.

The purpose of the conferences is to share with parents the assessments performed during the year and the behavior, social and emotional progress of the child in the classroom and ways parents can help support the education at home.

DEVELOPMENTAL ASSESSMENT AND REFERRAL POLICY

In the instance that we feel the child needs our support that our staff is trained, we would have a documentation log of behavioral instances and have a conversation with the family. Depending upon the need we would refer to our nurse or give contact to Childfind.

To ensure that the needs of each child can be met through our learning program, a developmental assessment of each child will be completed by the families and provided upon enrollment. We are using a questionnaire designed by our ACECC coaches as our screening tool. It provides us the necessary information about child's development.

Studies show that observation and documentation about development increases the detection of developmental delays or learning difficulties. Initial screening of children will give us a baseline and

allow us to individualize instruction to support each child, to identify possible special needs or learning difficulties, and to meet program accountability requirements in our state.

Each lead teacher will conduct an assessment of for every child in March and October. Staff will record results following our reporting procedures. A copy of the assessment report will be shared with families at family conference and given to the director to be placed in the individual child's file.

We work with Early Childhood Therapist/ Consultant from Solace and Developmental Pathways. The therapists observe the classrooms and helps the staff in making appropriate modification in classroom or routines to meet children's individual needs. If developmental concerns arise, then we will contact parents/guardians and set up a conference. All pertinent staff and therapist will be at the meeting. During the meeting the Director and the child's teacher/ therapist will discuss their observations and concerns. We may plan an IEP or ILP or discuss Behavior modification strategies. We always recommend that family consult with their child's medical home (primary care provider). If they have any recommendations or plan an IEP or ILP or discuss Behavior modification strategies. We also will refer the parents to our "Resource Guide to Medical Homes and Screenings" a copy of which is available in the office as well as electronically (pdf).

In addition, referrals to community resources will be given to the family for any identified needed services. Director will document any referrals to outside services. The director will follow up with family within 2 weeks to ensure that they have been able to access community resources.

Teacher will continue to monitor any child identified with potential special needs or learning difficulties. If warranted, additional updates on child's progress will be scheduled with the family. Otherwise, the child's progress will be shared at the next regularly scheduled family conference meeting.

We will offer trainings to staff every calendar year on these assessment tools. Our Screening and referral policy is reviewed by administration annually.

If any other services are needed, we work with other resources to come up with an action plan.

COMMUNITY COLLABORATION WITH THE COMMUNITY SERVICE PROVIDERS

A community is more than just a location, or a collection of individuals who happen to live or work in the same place. When we talk about a 'sense of community' we usually mean the quality of the relationships and connections that bind people together, rather than just the fact that they see each other regularly. As early childhood educators, creating a 'sense of community' is an important part of what we do.

We encourage community participation by inviting local dentists, screeners, fire and police to come and talk with the children.

As mentioned in many different areas of this handbook (parent/staff communications, hearing aid screening policy, Special needs assessment) we also provide a large database of community resources in our "Medical and Health Screening Guide" and "Colorado PLAY Book" for the parents if they need it. Additionally, we have processes defined in the "2.15 2.16 CHILDREN WITH SPECIAL NEEDS" section, that we use to evaluate, inform and develop an action plan.

BREASTFEEDING POLICY

Supportive Environment

1. We provide an atmosphere that welcomes breastfeeding families. We support mothers who continue to breastfeed their infants/children as they return and continue to work.
2. We have a private, designated space (other than the bathroom) for mothers to breastfeed their children. If a space is not available, a portable divider/partition will be made available. We welcome mothers to breastfeed in the classroom as well.
3. We maintain a breastfeeding supportive environment through posting and providing culturally appropriate breastfeeding support materials (e.g. pictures, posters, etc.), not including those produced or supplied by commercial entities and/or manufactures of infant formula.
4. We “check in” with mothers for feedback and ways to continue providing support. -
5. Staff communicates the infant’s changing schedule (i.e., feeding, napping, etc.) so a mother can adjust her schedule for pumping and/or visiting to feed her infant.

Initial Contact

1. We discuss breastfeeding support with all potential new families and share this policy and breastfeeding resources with them. The policy is included in parent handbook.
2. We work with parents prior to their first day in childcare to transition the infant to bottle or cup feedings.

Feeding and Handling Milk

1. Staff follows storage and handling of breast milk as defined by Colorado Department of Human Services regulations and Colorado Rules and Regulations Governing the Health and Sanitation of Child Care Facilities.
2. We discuss with all families how expressed milk is handled at our center/home.
3. Freezer space is available for milk storage.
4. Staff informs families on written procedures on the proper way to label and handle breast milk.
5. Staff coordinates with parents about the quantity of milk remaining in containers to avoid waste.
6. Staff fills bottles with less breast milk than necessary for a feeding. Staff will have additional breastmilk available to add to the bottle as needed.
7. We develop a sustainable feeding plan with each family including feeding infants on demand as we observe hunger cues and coordinating the last feeding of the day to meet the mother’s feeding needs (either to feed or await mother’s feeding).
8. Infants are fed by the same caregiver as often as possible. All caregivers hold infants when feeding them.

Staff Training

1. Staff receives training at a minimum of once a year on feeding breast milk, breastfeeding policy, and supporting exclusive breastfeeding.
2. Staff is monitored for compliance with breastfeeding policy and standards.
3. Families have the right to request information about the content of breastfeeding training for staff.

This policy is reviewed annually and updated to incorporate new evidence-based research and practices.

CLASS RATIOS

Bright Stars is committed to lowering the children teacher ratio below that which is required by licensing.

Currently our ratios are as follows:

Ages	Licensing Requirement	Our Ratios
Infant	1:5	1:4
Toddler	1:5	1:6
Preschool	1:10	1:10

MEDICAL AND DENTAL INSURANCE

Every child in Colorado should have access to affordable health and dental insurance. To ensure that each child has Medical and Dental insurance, our enrollment packet will include questions about your child’s and family’s access to health and dental insurance.

PARENT/STAFF COMMUNICATIONS

We encourage parents to discuss their concerns with a teacher or director, whenever questions or problems arise. We encourage parental involvement with the center by:

- Inviting parents to participate in social activities held by the center
- Inviting parents to visit the center and share skills/interests with children
- Inviting parents to accompany us on field trips when possible
- Publishing classroom newsletters that include curriculum and center news
- Providing the opportunity to participate in parent-teacher conferences to discuss your child’s developmental progress
- Community events pertaining to children and families will be posted in the entrance of the school. School reminders will be written on the parent board

Please keep us informed of special circumstances in your family that may be upsetting to your child. We can help a child deal with his or her worries and fears with marital problems, a death in the family, changes in living situations, etc. if we know that this is happening. If you have questions, problems, concerns, or suggestions please feel free to approach the director or your child’s teacher. We are here to help and we do have access to referral or resource information that you may need.

TRANSITIONING CHILDREN WITHIN BRIGHTSTARS AND TO KINDERGARTEN POLICY

We want every child to feel welcomed in their classroom. Each child is unique and will respond to change and new experiences in his/her own way. Accommodation will be made for each child to transition in his or her own style. Some children are more resilient and open to change. Some children feel comfortable in a new setting right away and others may take significant time, even weeks, to adjust to a new classroom, routines, schedule and teachers.

Teachers must take their cues from each child and respond to interests and needs. Parents are welcome and encouraged to assist their child in this transition. The family may have had other changes that have precipitated the placement of the child into our program such as: relocation, new job, medical issues, new baby, etc. When children are moving from one classroom to another, they

are leaving the comfort of secure attachments to the current teachers and must form relationships with the new teachers. This takes time and patience; nurturing adults and predictable routines will help the children with transition.

Some suggestions in assisting the transition process are: parents and other adult family members are encouraged to spend time in the classroom especially at arrival and departure times sharing activities that the child enjoys such as: reading a book together, doing a puzzle, playing in an area of the room, or just watching the other children for a few minutes in a calm manner. We encourage families to bring family photos that can be posted in the room or in the child's cubby. We also encourage in the beginning for each child to have one comfort object from home such as a small blanket or small stuffed animal. This comfort object will be offered to the child if he or she becomes distressed. Meeting with Families regarding transitions

We conduct parent-teacher/Director transition meeting for children new to our program, for children transitioning to a new classroom within our program, and for children transitioning between Pre-k and Kindergarten. During the transition meeting, transition procedures to meet each child's need will be planned out. Specifics of the transition process will vary as needed from child to child.

For our children going to public school kindergarten class in fall, we highly recommend our families to visit the kindergarten class with the child before they start their journey at Kindergarten. We have children going to so many different neighborhood schools for kindergarten that taking them all to their new school for field trip may not be possible for us. This family visit before classes start will be a great help for transition from Bright Stars to Kindergarten.

CONTINUITY OF CARE POLICY

We aim to ensure the continuity of education and care of all children attending the service in the absence of their family members and/or primary care givers. Our service will strive to ensure that all children feel comfortable and secure whilst being educated and care for at the service. To these ends we take the following steps:

- We ensure that the same primary caregiver is used in the same classroom on a consistent basis so that the children are feel comfortable and secure in their classrooms. We ensure that the child stays with the same primary caregiver in the same peer group for at least 2 years.
- We employ permanent floating educators so that casual staff are not required to be called in. This ensures the children and parents know all the staff in the center and who will be caring for their child.
- If we employ casual educators, or where volunteers and work experience students are present at the service, these persons will be engaged in an induction process that familiarizes them with the service environment and any needs of children.
- The service policies and procedures, an educator handbook and description of their roles and responsibilities at the service will be available to the above-mentioned persons.
- We will seek to make use of the same casual staff where possible. This will ensure that casual educators are able to familiarize themselves with the service environment, expectations, and routine and children and their families.

QUALITY IMPROVEMENT PLAN

Bright Stars will make a Quality Improvement Plan, that will address goals, timelines and outcomes. QIP will be a running document that will track quality improvement plans and goals for Bright Stars. A summary of each year's goals will be shared with the stakeholders, staff and families enrolled in the program. The document will be shared in a folder in the lobby. Revised copy will also be posted in Main Lobby on Notice Board. This plan will be revised annually.

OUTDOOR PLAY/INCLEMENT & EXCESSIVELY HOT WEATHER

Children are given the opportunity to play outdoors once in the morning and once in the afternoon. Each outside experience lasts no longer than 45 minutes. On a normal day between 10:00 am and 3:00 pm, children are not allowed to remain in the sun for more than 20 minutes. After 20 minutes, children must play in the shaded area. In case of inclement or excessively hot weather the duration of their outside time will be shortened. They will be monitored closely by the staff to avoid any injury or discomfort. It is expected that they come to the center with the proper clothing to allow them to comfortably play outside. If it is snowing or raining heavily; inside gross motor activities will be made available.

SUMMER PROGRAM

We believe school-age children deserve a special, outdoors oriented summer experience. Our summer camp takes them out of the center many times a week, and they get to do more in a summer than many of us ever dreamed of as children. Because we supply everything the children need on these field trip experiences, we ask that you do not send extra money with them. There may be an occasional trip where we will ask you to contribute a small amount and will always inform you of this in advance as to what the money will be used for. Please check with the Director for the current summer schedule and check the rate card for costs.

FIELD TRIPS

We feel that many of the finest experiences we can provide can take place outside the confines of the center. Field trips are taken regularly, and when taken require your signed transportation permission slip in our files. Notices of the field trip will contain goals for the trip, so each has a purpose, and records of each trip are kept in our files. Attendance records and emergency cards accompany the children on their various field experiences. Attendance is taken before leaving the center and checked with the field trip roster. Teachers continually check to make sure that all children are accounted for during their field experience. Attendance is also taken again before returning to the center. If a child arrives at the center after the group has left, that child will be placed with the group at the center that most closely matches the child's age.

In the unlikely event that your child becomes lost or separated from the group on a field trip we will remain in the area until your child is found. You and the proper authorities will be called if we are unable to find your child after 15 minutes. Occasionally a field trip will require a small fee to cover admission to the event, and you will be informed well in advance of the cost.

HOURS AND HOLIDAYS

Bright Stars Child Care and Preschool is open from 6:00 a.m. to 6:30 p.m., Monday through Friday. We may be closed the day before or the day after a designated holiday if the holiday falls on a Tuesday or Thursday. Our opening on these days will depend on enrollment and need. Needs shall be determined by a sign-up sheet placed on the reception area table.

We will also be closed if area School Districts declare a snow day due to heavy snowfall and impassable roads.

We observe the following holidays:

- **New Year's Day**
- **Memorial Day**
- **Independence Day**
- **Labor Day**
- **Thanksgiving**
- **Friday after Thanksgiving**
- **Christmas Day**

Full tuition is due for the weeks in which these holidays or extra center closures occur.

STATE LICENSING

Bright Stars Child Care and Preschool is licensed by the State of Colorado as a Large Day Care Center. Continuous inspections by the state, health and fire licensing offices monitor our operations. We meet or exceed all minimum requirements for the type of care and education we provide and post our state license in the front office where it can be easily viewed.

PROCEDURE FOR FILING A COMPLAINT/NOTIFICATION

You may, on occasion, wish to discuss a concern or complaint. Please feel free to talk to the director to discuss your concerns. We will make every effort to resolve any issue to your satisfaction. If you feel that your complaint has not been resolved, you may call the Social Services Dept. to file a formal complaint at the following address:

Colorado Dept. of Human Services 1575 Sherman Street, Denver, CO 80203, Phone number: 303.866.5700

PROCEDURE FOR REPORTING CHILD ABUSE AND NEGLECT

Most licensed facilities make every effort to provide a safe and healthy environment for children. Unfortunately, on rare occasions, an incident of physical or sexual abuse may occur. If you believe that your child has been abused, you should seek immediate assistance from your county department of social services. The contact information to report child abuse in your county is:

Arapahoe County of Department of Human Services, Ph: (303) 636-1750.

MEDICAL REQUIREMENTS AND EMERGENCIES

To be prepared for any emergency, we will ask that with enrollment forms you sign an authorization for emergency medical treatment. We want to be sure that nothing stands in the way of treating your child should an emergency arise. We have staff members trained in CPR and First Aid. We will make every effort to contact you and the doctor you have chosen to treat your child. If we can't reach you, we will make sure that your child receives any necessary treatment until you are contacted. Immunization forms must be kept current, and the state requires a yearly physical for all children enrolled who are under the age of 7. For those who are over 7 years the required physical is once every 3 years.

INJURIES AND ACCIDENTS

First aid kits are kept in each classroom and on all outside playgrounds. All non-emergency accidents will be documented on an accident report. It will be given to the parent for their review and signature, at which time the parent can take a copy home. Another copy will be kept in the child's file. In case of injuries and accidents we have staff members trained in CPR and First Aid. We will make every effort to contact you and the doctor you have chosen to treat your child. If we can't reach you, we will make sure that your child receives any necessary treatment until you are contacted.

EMERGENCY AND DISASTER PREPAREDNESS STEPS

In case of an unlikely emergency or disaster, Bright Stars has a comprehensive set of policies and procedures in place to address the situations appropriately. We have an offsite evacuation plan if the emergency requires such a step and our offsite emergency location is:

Wingstop (in the same strip mall)

Address: 1175 S Havana St, Unit A2, Aurora, CO 80012

Phone: (303) 306-9464

Parents will be updated by signs on the front door informing them of the emergency and steps to reunite them with their primary care giver. The parents will also have the ability to sign up for our emergency text system as well.

ILLNESS AND MEDICINE

Children who are ill are not to be brought to the center. The following are examples of children who are ill:

- A temperature of 99 degrees F. or higher
- Vomiting or diarrhea has occurred more than once in the past 24 hours
- A contagious disease such as chicken pox, strep throat or pink eye
- An unidentified rash
- Has not been on a prescribed medication for at least 24 hours or continues to have symptoms of illness
- Has a constant, thick, colored nasal discharge

We expect your child will be healthy and free of fever or infection for at least 24 hours when you return him/her to us after they've dealt with one of the many childhood diseases. If your child becomes ill while in our care, we will move them to an isolation area while we contact you to pick them up. The Director will determine if your child is too ill to stay at the center, and the emergency phone numbers you have provided on the registration form will be used to contact you or someone you have designated. Our prime considerations are the safety of your child and the rest of the children at the center.

Any information about communicable illness will be communicated to CDPHE via our Nurse.

MEDICINE ADMINISTRATION

As per the Colorado Nurse Practice Act, we will administer medication to a child only if a parent or guardian has specifically requested such action and there is a reason to administer the medication when the child is at school. A written order from an individual who is licensed to prescribe medications must be on file in order to administer medications. Medication is given legally only by trained school personnel that have participated in the required Medication Administration Training and to whom a registered nurse has delegated the task of medication administration. Neither the school nurse nor her designee is permitted to administer medication unless:

1. The medication is in the original properly labeled container. If it is a prescription medicine, the student's name, name of the drug, dosage, time for administering, and name of health care provider and current date is printed on the container.
2. Written orders from the student's health care provider are on file in the school stating:
 - a. Student's name
 - b. Name of drug
 - c. Dosage
 - d. Purpose of the medication
 - e. Time of day medication is to be given
 - f. Anticipated number of days it needs to be given in school
 - g. Possible side effects
3. The parent/guardian provides written permission to the school to administer a prescription or over the counter medication.
4. School personnel keep an individual record of any medications administered by school personnel.
5. Medication is stored in a clean, locked cabinet or container.

TRANSPORTATION

Transportation to and from school (school age program) and on field trips is provided. Your child will be transported by licensed drivers in either a center's leased/ owned vehicle or privately owned vehicles. There may be occasions where we will ask for parent volunteers to assist transporting children to and from field trips or other special activity. The center will make sure that all drivers are licensed and that all vehicles are mechanically safe and insured.

Children will always be strictly supervised at all time during transportation and drivers are aware of emergency procedures on the road. Children will have to wear the provided seat belts and car booster seats (if necessary). Children of 4 years+ are transported to and from school.

VIDEO/TV VIEWING

Television and video viewing is prohibited for children less than two (2) years of age. All television, recorded media, computer, tablet and media devices are prohibited during snack or meal times. All media that children are exposed to will not contain explicit language or topics.

For children two (2) years of age and older, television, recorded media and video time will be limited to thirty (30) minutes per week. For children two (2) years of age and older computer and tablet time will be limited to non-consecutive fifteen (15) minute increments not to exceed thirty (30) minutes per day.

For children two (2) years of age and older, television, recorded media, computer, tablet and media device time may only exceed thirty (30) minutes per week for a special occasion. There is no restriction for children using personal adaptive equipment.

ELECTRONIC TABLETS AND CELL PHONE USAGE POLICY

Use of electronic media players like iPhone, iPad, Android tablets and cellphones are strictly forbidden in the center. As we cannot control the content on these devices, and due to the potential high dollar value of these items, if the children are seen to be using these devices, they will be confiscated by the staff and given to the parent/guardian at the end of the day. Parents are strongly urged **NOT** to provide the children with electronic media during the time at the center.

MEALS AND SNACKS

Children under full-day care receive two nutritious snacks and a hot, nutritious lunch every day. Children with us part-time will receive snacks based on the time they are in the center. All meals and snacks are prepared to be tasty and are planned to meet the nutritional requirements of the child.

Children eat these meals and snacks in their rooms, with their teacher, and this time is used as an opportunity to teach children acceptable, social table manners. Sack lunches will be prepared for field trips that require the children to be away at mealtime. We believe that food is a valuable building block to healthy bodies, and nutrition helps only when it is consumed, so you'll find we go that extra mile to give the kids a good, solid meal and plenty to eat.

Part of the learning experience is eating and trying new foods. Food brought from home is distracting and often unfair to the other members of the group, and will not be allowed. Allergies or special diets can be noted on the registration form. Every effort will be made to make the lunch and snack experience a positive one. Please discuss any special dietary needs with the Director.

Occasionally, the children may be away from the center at lunch time on a field trip in which case sack lunches are permissible. You will be informed by a notice placed on the bulletin board.

BIRTHDAYS

We will be happy to celebrate your child's birthday with you during lunch or afternoon snack time. Parents are invited to join us, and we ask that a special snack such as a cake or pie be prepared by the parent and brought into the center the morning of the celebration. We also ask that the celebration not include gifts or gift opening as that is best done at home in the home setting, and will prevent gifts from being lost or damaged.

CLEANLINESS

Bright Stars Child Care and Preschool gives priority to cleanliness and proper hygiene. Children are asked to wash their hands before eating and after using the bathroom. . Our staff cleans and disinfects the changing tables after each diaper change. All toys and equipment are properly disinfected on a regular basis. The kitchen is properly maintained and cleaned daily.

DIAPERING AND POTTY TRAINING

We will make no attempt to toilet train children until they are able to verbalize or otherwise indicate need, help manage their own clothing, and be able to access toileting facilities. For each child who is learning to use a toilet, the child's individual developmental abilities and needs must be accommodated as stated in the written policies and procedures for the center.

Diapering procedures will be carried out in strict accordance with health department regulations. Should you feel your child is ready for potty training, please discuss the procedure you wish to follow with the director and toddler room staff.

SAFE SLEEP

At Bright Stars we comply with the safe sleep guidelines. This includes the steps that infants be placed on their backs to sleep in individual, safe cribs and restrict the use of soft bedding and other materials in infant rooms that could pose a suffocation hazard. All our child care staff has completed safe sleep training prior to working with infants and on an annual basis.

SECOND HAND SMOKE

Smoking is not allowed inside the child care facility or in the vehicles at the time of children pickup and drop offs. It is discourage for parents to enter the building with the smell of cigarette smoke on their clothing. Staff is not allowed to be in the infant classroom if they smell of cigarette smoke. Children who arrive at school smelling of cigarette smoke will be changed into spare clothing.

CLOTHING & PERSONAL BELONGINGS

PLEASE mark items of clothing that may become separated from your child. Gloves, coats hats, etc., should have the family name on them for easy identification. Frequently, items are brought to school without labels - sunscreen, diaper cream, backpacks, lunch boxes, water bottles, infant feeding bottles, sippy cups, medications, etc. PLEASE label them as well. A lost & found box is maintained in the office for your convenience. As you dress your child please remember that we have several 'creative play' activities, and your child may be painting, cooking, and playing outside or at the water tables. Every effort is made (aprons, etc.) to keep your child clean, but certain amount

of splashing and markings on clothes is unavoidable.

Learning materials are provided to the children as part of your registration and supply fees. Therefore, there is no need to bring any personal items from home.

Toys and money should not be brought to the Center unless it is requested for a special occasion.

PHOTOGRAPHS

We will not post any personal information or photos of children on social media or advertisement without written parental consent.

SECURITY CAMERA ACCESS

At Bright Stars Child Care and Preschool we have a security camera system that is used to record and view daily activities. The camera system has no guarantees as to how long the recording is kept in the system and it DOES get rewritten after a period (which is not defined by the vendor). Consequently, we have no guarantee of how long of period of recordings in the past we can access.

Parents do NOT have access to the security camera footage. Security camera footage, if available, is only viewable by the center's administration, and on their discretion, may be shared with the appropriate authorities.

FINANCIAL POLICIES

Upon registering your child, you will be asked to pay a \$40.00 registration fee. Should you withdraw your child, for more than two weeks, you will be asked to pay a re-enrollment fee of \$40.00 to re-enroll your child. Weekly charges are due and payable on Monday and are considered past due at noon Tuesday. A late charge of \$5.00 per day will be added on to the total due, and service may be terminated if payment is overdue more than one week.

To qualify for the monthly rates, payments must be received by the third of each month (or the Monday after if the third falls on a weekend). Tuition paid after the fifth shall be then charged at the weekly rates.

We must occasionally adjust our fee structure. You will receive notice in writing one month before any fee change. Families enrolling more than one child will receive a percentage discount on their total bill (see rate card for discount).

Since our staffing is based on enrollment, we cannot extend any credit for absences of any portion of any given week. If your child is gone a full week due to illness, we will give credit equal to 50% of your weekly tuition fees (or pro-rated monthly fees if paid in that manner).

An itemized fee schedule is available for review in the Director's office.

Should your child be away due to vacation for one or two weeks, you will not pay child care tuition for those weeks. We also need written notice of a vacation two weeks in advance.

Returned checks result in a \$ 25.00 charge

Other charges may arise for special services provided, or special field trips, etc. You will be fully informed of these charges in writing

PARENTS COVERED UNDER COLORADO CHILD CARE ASSISTANCE PROGRAM (CCAP)

Please remember CCAP card swipe is the parent's responsibility. If the parent does not swipe (previous swipes are acceptable) and we cannot manually bill the county, the parents are responsible for the cost of the day(s) and we will expect the parents to pay for child care services.

LATE PICK UP

It is parents should know opening & closing time for the center. To encourage your promptness, we must ask for a \$1.00 per 1-minute late penalty if your child is picked up 5 minutes past the closing time. Weather delays and emergencies will be considered on a case by case basis.

If your child has not been picked up within 15 minutes of closing center time, we will attempt to call the numbers on your emergency card. If we cannot reach you or anyone else on the card, we will notify the area police department, treat the case as an abandoned child, and they will take responsibility of the child from that point onwards. This call will take place at 45 minutes after the center's closing time.

FIRE ALARM SYSTEM

The Center is fully equipped with a Fire Alarm system. Exit routes are posted in each classroom in case of fire. We conduct fire drills regularly. Staff and children are familiar with the building evacuation procedures.

IDENTIFYING WHERE CHILDREN ARE AT ALL TIMES

Each teacher has a roster of children he/she is responsible for in his/her classroom. This roster indicates the number of children in the class. Each teacher will take a count of the children when going outside and when returning to the classroom to assure that all children are accounted for.

MISSING/LOST CHILDREN

Staff members will notify the director immediately when it is suspected that a child may be missing. Staff will look for the child for five minutes. If the child is not located, 911 will be called. After the police have been notified, the parents will be notified of the situation.

UNAUTHORIZED PICKUPS

If an adult comes in to pick up a child who the staff does not recognize or is not on the pickup list, we will attempt to contact the parent on the phone number provided. If contacted and the parent gives the verbal authorization, we will ask for a picture ID and will make a copy of it and release the child(ren). If we cannot establish a contact the primary care givers or the person picking up does not have a photo ID, we will not release the child(ren).

VISITORS TO THE CENTER

All visitors are required to sign our visitor guest book at the front counter, and check in with the staff/Director by having their identification checked.

CENTER CLOSING PROCEDURE

The closing staff member will walk through the entire facility at the end of the day to ensure no one has been left at the center. All doors and windows will be checked to see that they are closed and locked. All toilets are flushed and water is turned off.

COVID 19 CLASSROOM CLOSURE POLICIES

The following criteria will be applied to closure of classrooms/center:

Single cases	Response
<p>One student with confirmed COVID-19 within a school.</p>	<p>Student stays home until released from isolation (usually 10 days after symptom onset, 24+ hours fever-free, and improving symptoms).</p>
	<p>Class/cohort stays home for <u>quarantine</u> (dating from the last day that the child with confirmed COVID-19 attended class), after using the <u>“What happens to the contacts?” tool</u> to determine if classmates or cohort members or close contacts of a sick person need to stay home.</p>
	<p>Anticipate grade-wide or school-wide dismissal for several days while identification and notification of close contacts is ongoing.</p>
	<p><u>In schools meeting specific criteria for administrative capacity and transmission risk strategies the “Who is a close contact?” tool may be used. Public health experts recommend testing of close contacts (about 7 days after exposure, or earlier if contact develops symptoms).</u></p>
	<p>Cost and logistics of testing is the responsibility of the individual, parent, or caregiver. CDPHE lab can analyze samples on a case-by-case basis. Local public health should work with state public health epidemiology teams. Assess feasibility with local public health.</p>
<p>One student with COVID-like symptoms within a school.</p>	<p>The student, teachers, or staff should stay home according to the “At home COVID-19 screening tool for parents and staff” checklist for parents and staff.</p>
	<p>The student, teacher, or staff should only return to school after following the “Return to learn” tool to determine how long a person needs to stay home after staying home or going home sick.</p>
	<p>The student, teacher, or staff should follow the “Child/teacher/staff feels or appears unwell after arriving at school” tool to determine who needs to be sent home if they begin feeling sick while at school.</p>
	<p>Follow the “What happens to the contacts?” tool to determine if classmates/cohort members/close contacts of a sick person need to stay home.</p>
	<p>In schools meeting specific criteria for administrative capacity and transmission risk strategies the “Who is a close contact?” tool may be used.</p>
<p>One teacher/ staff member with confirmed COVID-19.</p>	<p>Teacher/staff member stays home until released from isolation (usually 10 days after symptom onset, 24+ hours fever-free, and improving symptoms).</p>

	<p>Class/cohort stays home for <u>quarantine</u>, after using the “<u>What happens to the contacts?</u>” tool to determine if classmates, cohort members, or close contacts of a sick person need to stay home.</p>
	<p><u>In schools meeting specific criteria for administrative capacity and transmission risk strategies the “Who is a close contact?” tool may be used. Public health recommends testing close contacts (about 7 days after exposure or earlier if contact develops symptoms).</u></p>
	<p>Cost and logistics of testing is the responsibility of the individual, parent, or caregiver. The state public health lab can test on a case-by-case basis. Local public health should work with state public health epidemiology teams.</p>
<p>One teacher/staff member with COVID-19-like symptoms.</p>	<p>Teacher/staff member stays home according to the “Child/teacher/staff feels or appears sick after arriving at school” tool to determine who needs to be sent home from school.</p>
	<p>Follow the “What happens to the contacts?” tool to determine if classmates/cohort members/close contacts of a sick person need to stay home.</p>
	<p>In schools meeting specific criteria for administrative capacity and transmission risk strategies the “Who is a close contact?” tool may be used.</p>
<p>Confirmed outbreak</p>	
<p>Single cases</p>	<p>Response</p>
<p>Two or more people from separate households with confirmed COVID-19 with onset within 14 days in a single classroom or cohort. (classroom/cohort outbreak)</p>	<p>All students, teachers, and staff with COVID-19 stay home until released from isolation (usually 10 days after symptom onset, 24+ hours fever-free, and improving symptoms).</p>
	<p><u>Class/cohort must quarantine.</u></p>
	<p>Public health experts recommend testing close contacts (about 7 days after exposure or earlier if contact develops symptoms).</p>
	<p>Cost and logistics of testing is the responsibility of the individual, parent, or caregiver. The state public health lab can test on a case-by-case basis. Local public health should work with state public health epidemiology teams. Assess feasibility with local public health.</p>
	<p>If outbreak and exposures are limited to one classroom or cohort, school closure may not be necessary.</p>
	<p>Consider a school-wide testing event.</p>
<p>Three or more outbreak classrooms/cohorts. (school outbreak)</p>	<p>All students, teachers, and staff with COVID-19 stay home until released from isolation (usually 10 days after symptom onset, 24+ hours fever-free, and improving symptoms).</p>
	<p>Class/cohort stays home for quarantine, after using the “What happens to the contacts?” tool to determine if classmates, cohort members, or close contacts of a sick person need to stay home.</p>

	<p>In schools meeting specific criteria for administrative capacity and transmission risk strategies the “Who is a close contact?” tool may be used.</p> <p>Public health experts recommend testing of close contacts (about 7 days after exposure or earlier if contact develops symptoms).</p> <p>Consider school closure, especially if there is evidence of transmission between classrooms/cohorts within the school (as opposed to two distinct classroom outbreaks both starting with known household exposures). See information below on school closure.</p> <p>Consider a school-wide testing event.</p>
<p>In schools not cohorting, two or more people, from separate households, with confirmed COVID-19 with onset within 14 days in the same school. (school outbreak)</p>	<p>All students, teachers, and staff with COVID-19 stay home until released from isolation (usually 10 days after symptom onset, 24+ hours fever-free, and improving symptoms).</p> <p><u>Work with public health staff to identify contacts. All contacts must quarantine.</u></p> <p><u>In schools meeting specific criteria for administrative capacity and transmission risk strategies the “Who is a close contact?” tool may be used.</u></p> <p>Public health experts recommend testing of close contacts (about 7 days after exposure or earlier if contact develops symptoms).</p> <p>Consider a school-wide testing event.</p> <p>Consider school closure if teachers/staff staying home interferes with the ability of the school to operate.</p>
<p>5% or more students/staff have confirmed COVID-19 within a 14-day period. (school outbreak)</p>	<p>All students, teachers, and staff with COVID-19 stay home until released from isolation (usually 10 days after symptom onset, 24+ hours fever-free, and improving symptoms).</p> <p>Work with public health staff to identify contacts. All contacts (students, teachers, and staff) must quarantine.</p> <p>In schools meeting specific criteria for administrative capacity and transmission risk strategies the “Who is a close contact?” tool may be used.</p> <p>Public health experts recommend testing close contacts (about 7 days after exposure or earlier if contact develops symptoms).</p> <p>Recommend school closure for 14 days.</p> <p>Consider a school-wide testing event.</p>
<p>Two or more teachers/staff with confirmed COVID-19 are close contacts within the school setting. (school staff outbreak)</p>	<p>Teachers, staff with COVID-19 stay home until released from isolation (usually 10 days after symptom onset, 24+ hours fever-free, and improving symptoms).</p> <p>Public health investigation to determine close contacts among teachers, staff, and students.</p> <p>Class/cohort and close contacts stay home for <u>quarantine</u>, after using the <u>“What happens to the contacts?” tool</u> to determine if classmates, cohort members, or close contacts of a sick person need to stay home.</p>

	<p><u>In schools meeting specific criteria for administrative capacity and transmission risk strategies the “Who is a close contact?” tool may be used.</u></p> <p>Public health experts recommend testing close contacts (about 7 days after exposure or earlier if contact develops symptoms).</p> <p>Consider school closure if the number of teachers/ staff staying home interferes with the school’s ability to operate.</p> <p>Consider a school-wide testing event.</p>
Suspected outbreak	
Single cases	Response
<p>One person with confirmed COVID-19 and one or more people with COVID-like symptoms from multiple households with onset within 14 days in a single classroom or cohort.(classroom/cohort suspect outbreak)</p>	<p>All students, teachers, and staff with COVID-19 stay home until released from isolation (usually 10 days after symptom onset, 24+ hours fever-free, and improving symptoms).</p> <p><u>Entire classroom/cohort, including teachers/staff, must quarantine.</u></p> <p>Public health investigation to determine if this meets the definition for a confirmed outbreak.</p> <p>Public health experts recommend testing close contacts (about 7 days after exposure or earlier if contact develops symptoms).</p> <p><u>In schools meeting specific criteria for administrative capacity and transmission risk strategies the “Who is a close contact?” tool may be used.</u></p>
	<p>All students, teachers, and staff with COVID-19 stay home until released from isolation (usually 10 days after symptom onset, 24+ hours fever-free, and improving symptoms).</p>
	<p>Public health investigation to determine close contacts among staff and students.</p>
	<p>All close contacts must quarantine.</p>
	<p>Consider holding a mass testing event in coordination with local public health.</p>
<p>Individuals with confirmed COVID-19 in multiple classrooms. (not meeting overall school outbreak threshold)</p>	<p>Consider school closure if the number of teachers/staff staying home interferes with the school’s ability to operate.</p>
	<p>with the school’s ability to operate.</p>
<p>Suspected Outbreak: 10% absenteeism (among expected in-person students/staff) for any reason. (suspect outbreak)</p>	<p>School collaborates with public health to determine whether there is an outbreak of COVID-19 or another pathogen.</p>
	<p>Encourage testing of all symptomatic students, teachers, and staff.</p>
	<p>Cost and logistics of testing is the responsibility of the individual, parent, or caregiver. The state public health lab can test on a case-by-case basis. Local public health should work with state public health epidemiology teams. Assess feasibility with local public health.</p>

CRITERIA FOR COVID 19 WHOLE SCHOOL CLOSURE

School closure: A school should be closed when:

Five or more classroom/cohort outbreaks (defined above) occur within a 14-day period. Length of closure: 14 days.

OR

5% or more unrelated students/teachers/staff have confirmed COVID-19 within a 14-day period (minimum of 10 unrelated students/staff). Length of closure: 14 days. (For pre-K and child care facilities, attendance may vary significantly day-to-day due to non-illness-related factors, including variability in the number of drop-in attendees. Therefore, attendance-based criteria for outbreak determination should not be utilized in child care and pre-K settings. These settings should nevertheless take note of unexplained periods of decreased attendance and communicate with local or state public health authorities if illness among attendees is suspected.)

OR

Additional time is needed to clean the school before students/teachers/staff return. Length of closure: time necessary to complete cleaning.

OR

Additional time is needed to gather student/teachers/staff illness data and confer with public health. Length of closure: time necessary to gather student/teachers/staff illness data and confer with public health.

OR

A school cannot operate because a large number of students/teachers/staff are absent. "Large number" is determined by the school/district. Length of closure is determined by the school/district.

District-wide closure: District-wide closure in accordance with Colorado Department of Education Reopening Guidance.