

<p style="text-align: center;">Session 2</p>	<p style="text-align: center;">Participant Guide</p> <p style="text-align: center;"><u>Health and Safety In-service II</u></p> <p style="text-align: center;"><u>Child Care Centers</u></p>
<p style="text-align: center;">2016</p>	<p style="text-align: center;">2 hours</p>

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Session Overview

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, CDA Content Areas, Parent Aware Training Indicators

The Primary Knowledge and Competency Content Areas, the MN Core Competencies Content Area, the CDA Content Areas, and (as appropriate) Parent Aware Training Indicators are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training.

KCF Content Area: VII. Health, Safety and Nutrition
 A: Establishing Healthy Practices
 B: Ensuring Safety

MN Core Competency: VI: Health, Safety and Nutrition

CDA Content Area: 1: Planning a safe, healthy learning environment

Parent Aware training Indicator: Physical health and well-being - Promotes child safety, injury prevention, and a learning-rich environment that is free of hazards

PH2b. Conducts self-assessment of the environment and develops goals in areas of need, with priority given to items in the foundational quality section

Learning Objectives:

While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory they will learn to:

- Identify physical premise safety hazards.
- Outline precautions for hazardous materials and bio-contaminants.
- Investigate best practices in emergency preparedness.

Overview of Sections:

Section	Overview
A. Introduction	<ul style="list-style-type: none"> ● Paired Introductions ● Paired Activity
B. Session objectives	<ul style="list-style-type: none"> ● Presentation of learning objectives
C. Physical premise safety	<ul style="list-style-type: none"> ● Presentation on “Need for Physical Safety” ● Activity – Indoor/Outdoor safety concerns ● Discussion – What should a safety checklist look like?
D. Precautions for hazardous materials and bio-contaminants	<ul style="list-style-type: none"> ● Presentation – “What are hazardous materials?” ● Activity – Known hazards ● Discussion – What can we add to safety checklists?
E. Emergency preparedness	<ul style="list-style-type: none"> ● Presentation ● Activity – Planning for each emergency ● Discussion – How do these ideas fit with licensing and best practice?
F. Session review and closing	<ul style="list-style-type: none"> ● Individual Reflection and Action Plan for Program

Subp. 7. Outdoor activity area. An outdoor activity area that complies with the following items must be provided or available for all child care programs except those licensed to exclusively provide sick care as specified in part 9503.0085, drop in care as specified in part 9503.0075, and those operating for less than three hours a day.

A. A center must have an outdoor activity area of at least 1,500 square feet, and there must be at least 75 square feet of space per child within the area at any given time during use.

B. An outdoor activity area used daily by children under school age must be within 2,000 feet of the center or transportation must be provided by the license holder. In no case, however, shall the outdoor activity area be farther than one-half mile from the center.

C. The area must be enclosed if it is located adjacent to a traffic, rail, water, machinery, or other environmental hazard, unless the area is a public park or playground.

D. The area must be free of litter, rubbish, toxic materials, water hazard, machinery, animal waste, and sewage contaminants.

E. The area must contain the outdoor large muscle equipment required by part 9503.0060.

Subp. 8. Telephone; posted numbers. A telephone that is not coin operated must be located within the center. A list of emergency numbers must be posted next to the telephone. If a 911 emergency number is not available, the numbers listed must be those of the local fire department, police department, emergency transportation, and poison control center.

Subp. 9. Indoor space. The licensed capacity of the center must be limited by the amount of indoor space. A minimum of 35 square feet of indoor space must be available for each child in attendance. Hallways, stairways, closets, utility rooms, lavatories, water closets, kitchens, and space occupied by cribs may not be counted as indoor space. Twenty-five percent of the space occupied by furniture or equipment used by staff or children may be counted as indoor space.

Subp. 10. Shielding of hot surfaces. Radiators, fireplaces, hot pipes, and other hot surfaces in areas used by children must be shielded or insulated to prevent burns.

Subp. 11. Electrical outlets. Except in a center that serves only school-age children, electrical outlets must be tamper proof or shielded when not in use.

Subp. 12. Water hazards. Bodies of water within or adjacent to the center must be inaccessible to children. When using a pool or beach, children must be supervised at all times.

Subp. 13. Room temperature. A minimum temperature of 68 degrees Fahrenheit must be maintained in indoor areas used by children.

Subp. 14. [Repealed, 18 SR 2748]

Subp. 15. Hazardous areas. Kitchens, stairs, and other hazardous areas must be inaccessible to children except during periods of supervised use.

Subp. 16. Fire extinguisher inspection. Fire extinguishers must be serviced annually by a qualified inspector. The name of the inspector and date of the inspection must be written on a tag attached to the extinguisher.

Subp. 17. Screens. Outside doors and windows used for ventilation must be screened to provide protection

Checklist Examples:

Child Care	
Health and Safety <u>DAILY</u> Checklist	
Classroom: _____	Date: _____
Completed by: _____	

Health and Safety checks to be done at the BEGINNING OF EACH DAY ✓ (check if in compliance)	Mon	Tues	Wed	Thurs	Fri
Program is smoke free.					
All entrances/exits are kept clear of clutter, snow, ice, etc.					
Staff purses and personal items are locked out of reach of children.					
Hands are washed by staff and children upon arrival to classroom.					
Each child has brief health check by classroom teacher (includes parent/caregiver communication).					
Bleach solution is made daily, labeled and inaccessible to children.					
All hygiene supplies are available (soap, paper towels, toilet paper, lined garbage can, warm water).					
Area is generally clean and clutter-free (garbage emptied, floors swept, toys and work space, bathroom clean).					

From <https://www.in.gov/fssa/files/HealthSafetyDailyChecklist.pdf>

INDOORS

Week beginning _____	M	T	W	Th	F	Maintenance Required	
						Urgent	Non-urgent
Toys and children's equipment e.g. tables, high chairs.							
Toys and equipment are in good repair.							
All accessible toys are suitable for that age group.							
Broken / unsafe toys and equipment are stored out of children's reach.							
Toys are stored safely.							
Safety harnesses in high chairs clean, in good working order.							
Heating and electrical							
Electrical outlets are capped with safety plugs.							
Electrical cords are out of children's reach.							
All heaters within children's reach are safely guarded.							

From - <https://www.education.tas.gov.au/documentcentre/Documents/Daily-Hazard-Identification-Checklist.pdf>

MAKE A PLAN

Help ensure that all staff, parents and guardians are informed and know how to respond to various types of emergencies.

PLANS SHOULD INCLUDE:

- How to evacuate and move kids to a safe location
- How to notify parents and/or guardians
- How to reunite kids with parents and/or guardians
- How to assist infants and kids with special needs in emergencies

GIVE COPIES OF YOUR PLAN TO:



PRACTICE EMERGENCY DRILLS

Different types of emergencies require different responses. Be sure to practice each type of drill to help familiarize children and staff with the actions and surroundings.

- Evacuation drills
- Shelter-in-place drills
- Lock-down drills



HAVE A communication STRATEGY

Electricity may be lost when a disaster strikes. You may not have access to phone, internet or important information. Plan ahead on how you'll communicate with staff, parents and guardians.

- Find a way to store and access vital records in case of power loss
- Know two ways to contact a parent and/or guardian
- Have a contact outside of your area for each child
- Ensure local emergency agencies know your location
- Provide parents with a way to contact your facility during and after disasters
- Plan how to get reopening information to parents post-disaster

From - http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/STC_CHILDCARECHECKLIST.JPG

DISASTER CHECKLIST

FOR CHILD CARE PROFESSIONALS

Child care professionals are often the first line of response in a disaster for the children in their care. So you need to know how to respond quickly and calmly in an emergency. Use this checklist to plan ahead in case of disaster.



Save the Children.

Get Ready. Get Safe.



EACH CHILD IS *UNIQUE*

MAKE SURE YOU KNOW THE SPECIAL AND/OR MEDICAL NEEDS OF ALL THE CHILDREN IN YOUR CARE



CREATE A *DISASTER KIT*

A classroom disaster kit should contain all contact and safety information, food and medical supplies and essential items that will help children cope with emergencies.



- Contact info & photos of all children
- List of special needs (diet, medications)
- List of emergency procedures
- Whistle and hat for leader
- First aid supplies
- First aid instruction manual
- Games and puzzles to occupy children
- Non-perishable foods, kid-friendly snacks
- Comfort items like stuffed animals
- Battery-powered flashlight
- Battery-powered radio
- Batteries
- Toilet paper
- Sanitary items
- Medical supplies
- Water
- FOR INFANTS:**
- Pre-packaged baby food
- Formula
- Baby wipes
- Diapers
- Nursing supplies



For more information and support, visit:
www.savethechildren.org/getready

Individual Reflection and Action Plan:

What are 1-2 things you were already doing in your program to ensure safety that you want to brag about or remember to keep doing:

1.

2.

What are 1-2 things you learned about in today's training that you want to take back and start doing to help make your program even more safe tomorrow?

1.

2.

Resources:

- Your Home/center Fire Safety Checklist, available from the Red Cross website at: <http://www.redcross.org/get-help/prepare-for-emergencies/types-of-emergencies/fire>
- The Healthy Home's section at the Minnesota Department of Health Website at <http://www.health.state.mn.us/topics/healthyhomes/>
- Child care information sheets are available on the Minnesota Department of Public Safety's website at <https://dps.mn.gov/divisions/sfm/programs-services/inspections/Pages/daycare-foster-care-inspection.aspx>
- Download the Red Cross Emergency mobile phone app: <http://www.redcross.org/get-help/prepare-for-emergencies/mobile-apps>
- Download the FEMA app: <https://www.fema.gov/mobile-app>
- National Center on Early Childhood Quality Assurance News Briefs
 - [Brief #5: Building and Physical Premises Safety](#)
 - [Brief #6: Emergency Preparedness and Response Planning](#)
 - [Brief #7: Handling, Storing, and Disposing of Hazardous Materials and Biological Contaminants](#)
- MN Administrative Rules, Chapter 9503, Child Care Center Licensing - <https://www.revisor.mn.gov/rules/?id=9503>
- Organizing your child care storage areas <http://articles.extension.org/pages/63291/organizing-your-child-care-storage-areas>
- Contemporary Issues in Licensing: Building and Physical Premises Safety in Child Care - https://childcareta.acf.hhs.gov/sites/default/files/public/1408_bldg_physical_premises_safety_final_0.pdf
- Active Play Safety Checklist & Planning Tool - <http://www.ecels-healthychildcarepa.org/tools/checklists/item/587-active-play-safety-checklist-planning-tool>
- ECELS Daily and monthly playground maintenance form - <http://www.ecels-healthychildcarepa.org/tools/checklists/item/642-daily-monthly-playground-maintenance-form>
- Health Safety Daily Checklist Indiana - <https://www.in.gov/fssa/files/HealthSafetyDailyChecklist.pdf>
- DAILY HAZARD IDENTIFICATION CHECKLIST - <https://www.education.tas.gov.au/documentcentre/Documents/Daily-Hazard-Identification-Checklist.pdf>
- Safe Storage of Dangerous goods - <http://cccns.wa.gov.au/wp-content/uploads/safe-storage-of-dangerous-goods.pdf>
- How safe is your classroom? Identifying hazards before accidents happen - http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=273
- Printable Emergency Worksheet - http://www.cdc.gov/childrenindisasters/infographics/documents/easy_as_abc_infographic.pdf
- Disaster checklist - http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.8777055/k.18AB/Get_Ready_Get_Safe_Plan_Ahead.htm

- Save the Children Training Hub - http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.9111279/k.8B62/Get_Ready_Get_Safe_Training.htm
- Early childhood disaster-related resources for Early Childhood Education Providers - <http://www.acf.hhs.gov/ohsepr/information-for-providers>
- Protecting Children in Child Care During Emergencies - <http://uscenter.savethechildren.org/SiteAssets/SitePages/Children%20in%20Disasters/Recommendations%20for%20Protecting%20Children%20in%20Child%20Care.pdf>
- Caring for children in a disaster - <http://www.cdc.gov/childrenindisasters/schools.html>
- Better Kid Care – Emergency Preparedness - <http://extension.psu.edu/youth/betterkidcare/knowledge-areas/k7/emergency-preparedness>
- Guide for Day Care Providers - <https://dps.mn.gov/divisions/hsem/radiological-emergency-preparedness/Documents/HSEM09%20-%20Daycare.pdf>
- Sample Childcare Emergency Action Plan - https://emilms.fema.gov/is36/assets/EAP_Sample.pdf