

<b>Session 2</b>	<b>Participant Guide</b> <b>Health and Safety II - Family Child Care</b>
	<b>2 hours</b>

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## Section A: Introduction

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### Overview of Curriculum

#### **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: Content Area VII: Health, Safety and Nutrition

Core Competency: Ensuring Safety

CDA Content Area: Safe & Healthy Learning Environment

Parent Aware training Indicator: None

#### **Learning Objectives**

- Identify safety hazards in your child care home and yard, and possible emergency situations.
- Reduce hazards in your child care home and yard, and plan for possible emergency situations.
- Monitor children's exposure to hazards and practice responding to emergency situations.

### Outline

Section	Overview
A: Introduction	<ul style="list-style-type: none"><li>• Welcome and Introductions</li><li>• Overview of the session</li></ul>
B: Building and physical premises safety	<ul style="list-style-type: none"><li>• Presentation – Home &amp; yard safety</li><li>• Large group discussion: Hazards for young children</li></ul>
C: Handling and storage of hazardous materials	<ul style="list-style-type: none"><li>• Presentation: Hazardous Materials</li><li>• Large group discussion: Hazardous materials examples</li></ul>
D: Emergency preparedness	<ul style="list-style-type: none"><li>• Presentation – Approaches to Curriculum</li><li>• Small group discussion: Emergency planning</li></ul>
E: Closing	<ul style="list-style-type: none"><li>• Discussion – Session summary</li></ul>

## Section B: Building and physical premises safety

\* *Required* items, as listed in child care rules.

### Entrances and Exits

*Required*\*—two means of escape from each room of the residence used by children, one being a stairway or door leading to the floor of exit, and one being a door or window directly to the outside. Window to be openable without special knowledge.” Meet minimum measurements of openings.

### Removing or Reducing Hazards

Following are some important areas to think about as you care for children.

**Electrical outlets:** *Required*—Must be covered when not used. Extension cords not to be used instead of permanent wiring, all wiring in good repair.

**Environmental toxins/contaminants** both indoors and outdoors, including animal feces:  
*Required*—Must be cleaned up, no contact with children.

**Environmental triggers for asthma:** tobacco smoke, dust mites, cockroaches, pets, mold, smoke from burning wood or grass. Also outdoor air pollution (from factories, cars, and other sources; check air quality forecasts and stay indoors when levels are high). From Centers for Disease Control and Prevention, see “Common Asthma Triggers”: <http://www.cdc.gov/asthma/triggers.html>

**Fencing:** *Required*—May be required to provide protection from rail, traffic, water, or machinery hazard.  
*Recommended*—Outdoor play area enclosed with fence or natural barriers which don’t hide the children from you. Gates have self-closing and positive self-latching locks.

**Firearms:** *Required*—All firearms unloaded and inaccessible to children. Ammunition and firearms stored in separate locked areas.

**Furniture:** Stands firm so it doesn’t tip (tall dressers, bookcases). Attach to wall so they don’t tip.

**Pest control**, including mosquito control: *Required*—control of vermin and insects, no chemicals for insect and rodent control to be applied when children are present.

*Recommended*—integrated pest control program that includes pest exclusion, sanitation and clutter control, and elimination of conditions that may lead to pest infestations.

**Pets on site:** *Required*—All pets in good health; rabies shots and tags current for dogs and cats; supervised when with children; pet cages located and cleaned away from food preparation, storage, or serving; play areas free of animal excrement; parents notified the same day as their child’s skin is broken by an animal bite or scratch.

**Play equipment, outdoors:** Equipment not built on or near hard surfaces such as asphalt or concrete. Free of sharp points or corners; loose, rusty parts; straps or strings that could strangle; pieces that could pinch, shear, or crush body tissues; or hazardous materials like lead paint.

**Play space, indoors:** to be free of clutter that could cause choking, strangling, pinching, etc. Check food preparation areas, laundry room, bathrooms, and child proof your home.

**Play space, outdoors:** *Required*—onsite supervision; enclosure when needed (see “Fencing”); free of litter, rubbish, toxic materials, poisonous plants, water hazards, machinery, unlocked vehicles, human or animal wastes, and sewage.

**Stairs:** *Required*—If 3 or more stairs, must have handrails, gates or barriers used for children 6–18 months; stairs well lighted and in good repair; free of clutter.

**Swimming pools:** *Required*—Must be inaccessible to children except during periods of supervised use. Must be supervised by an attendant trained in first aid and resuscitation.

**Toys/materials safety, arts and crafts materials:** *Required*—Knives, matches, plastic bags, and other hazards kept out of the reach of children in care. *Supervised* use of hazardous materials and tools.

**Vehicular traffic:** *MAY require* fencing between yard and traffic.

**Water temperature:** *Required*—In sinks and tubs accessible to children, the water temperature must not exceed 120 degrees Fahrenheit.

### Monitoring Safety

Through (1) Daily safety checks – physical environment inspections and (2) Active supervision.

**Daily safety checks of physical environment:** Check every day to make sure that space used by the kids is free from known hazards.

**Active supervision:** Directly supervise children by sight or sound. Supervise sleeping children by sound; look in on them often. Special safety precautions during certain activities, such as swimming. Children under the age of 5 should never be inside or outside by themselves.

### For more information

MN Department of Human Services. (2016). *Family Child Care Licensing Checklist*. Home safety details: [http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16\\_174538.pdf](http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_174538.pdf)

Minnesota Department of Human Services. (2016, August). *Guidance: Poisonous Plants in Family Child Care*: PDF retrieved from <http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs-288784.pdf>

## Section C: Handling and storage of hazardous materials

### State requirements

Sanitation and Health: Toxic substances—“All medicines, chemicals, detergents, poisonous plants, alcoholic beverages, and other toxic substances must be inaccessible to children. They must be stored away from food products. Equipment or toys which are mouthed or may be chewed must be free of lead-based paint. Toys and equipment with chipped, cracked, or peeling paint must be tested to verify the absence of lead or be replaced.” – Rule 2, Minnesota Department of Human Services

### Definition and examples

Hazardous materials are substances which:

- cause harm if they are inhaled or swallowed, or if they touch the skin.
- ignitable, corrosive, toxic, or reactive

The most common ones harming children are cosmetics and personal care products, cleaning products, and medicine. More examples: pool chemicals, poisonous plants, alcoholic beverages, lead-based paint, radon, corrosive cleaning agents, and animal feces.

### Safety precautions

Provider and children to wash hands with soap and water before or after cooking or eating, diapering and bathroom use, handling body fluids, handling animals or cleaning up animal waste, handling garbage.

### Handling hazardous materials

- Use as recommended by manufacturer.
- Don't mix with other products.
- Ventilate the area when using cleaning and disinfecting supplies.
- Do not use when children are nearby.

### Safe storage

- Keep in original container, with label.
- Keep out of kids' reach, in locked/latched cabinets if possible.
- Store separately from food.
- Post the number to the Poison Control Center near storage of hazardous substances.

### Safe disposal of hazardous materials

For the more toxic hazardous materials, contact your county about their programs for disposing of hazardous materials. For other substances (like dog feces), dispose of it out of the reach of children.

### For more information

For poison emergencies or questions about poison, contact the Minnesota Poison Control System: Call **1-800-222-1222** or go to <http://www.mnpoison.org/>

U.S. Environmental Protection Agency: *Household Hazardous Waste (HHW)*. Retrieved from: <https://www.epa.gov/hw/household-hazardous-waste-hhw>

## Section D: Emergency preparedness

It is highly recommended that you have a written plan, and practice your emergency procedures. Here is a form you can use for planning.

<b>Emergency Plan</b>		
<b>Provider Information</b>		
Date		
Provider Name		
Address	City	
Zip	Phone	Emergency Phone
<b>Shelter-in-Place/Lockdown Procedures</b>		
If we need to stay in the building due to an emergency, the following procedures will be followed:		
Location 1 in Building:	Location 2 in Building:	
Procedures for Shelter-in-Place/Lockdown: <i>Describe your procedures (who, what, where, when).</i>		
Shelter-in-Place/Lockdown for Children with Disabilities or Chronic Medical Conditions: <i>Include any special circumstances or procedures needed for children with disabilities or chronic medical conditions.</i>		
Notification: Emergency responders will be notified when...  Parents/guardians will be notified when...		
Emergency Kit: <i>Describe the content of your emergency kit, who will be responsible for it, and where it will be stored.</i>		

## Evacuation and Relocation Procedures

If we need to evacuate our site and relocate to another site, the following procedures will be followed:

Evacuation Routes/Exits:

*Show how you and the children will leave from any room in the building.*

Evacuating Infants/Toddlers:

*Describe any special circumstances or procedures needed for evacuating infants and toddlers from the building.*

Evacuating Children with Disabilities or Chronic Medical Conditions:

*Describe any special circumstances or procedures needed for evacuating children with disabilities or chronic medical conditions from the building including procedures for storing a child's medically necessary medicine.*

Notification:

Emergency responders will be notified when...

Parents/guardians will be notified when...

Emergency kit:

*Describe the content of your emergency kit, who will be responsible for it, and where it will be stored.*

<b>Relocation - Location 1</b>		
Building Name		Reason(s) to evacuate to Location 1
Address		City
Zip	Phone	Emergency Phone
Transportation to Location 1...		
Other Details...		
<b>Relocation - Location 2</b>		
Building Name		Reason(s) to evacuate to Location 2
Address		City
Zip	Phone	Emergency Phone
Transportation to Location 2...		
Other Details...		
<b>Relocation - Location 3</b>		
Building Name		Reason(s) to evacuate to Location 3
Address		City
Zip	Phone	Emergency Phone
Transportation to Location 3...		
Other Details...		

## Parent/Guardian and Child Reunification Procedures

If we need to evacuate, shelter-in-place, or when parents/guardians/guardians are unable to get to children, the following procedures will be followed to reunite children with parents/guardians or designated contacts as soon as it is safe.

Notification:

Parents/guardians will be notified when...

Parent/guardian contact information will be maintained in this location...

Release:

*Children will only be released to parents/guardians or other individuals listed on the child's form (with proper identification)*

Other details about reunification:

## Continuing Operations Procedures

In the period during and after a crisis, the following procedures will be followed regarding continuing operations.

Notification and Decision Making:

The following people will need to be notified and be a part of the decision-making process regarding continued operations DURING a crisis

The following people will need to be notified be a part of the decision making-process regarding continued operations AFTER a crisis

Any additional considerations for operations:

## Steps in planning for emergencies

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- 1. Record business information and emergency numbers for fire, police, etc.**
- 2. Get emergency contact information from children's parents.**
  - Update frequently—3 times per year is suggested—and as family information changes.
  - Have signed parent consent forms on file.
  - Several copies of updated contact list, one to keep near house exit, one to go with you when traveling, one in shelter-in-place location in the house.
  - Providers can use copies of page one of the FCC Admission and Arrangements form (below) as the child specific data. Providers are to keep copies of the child information ready with their emergency supplies, but they are not to post the child information with their plan or provide the child information to parents as part of the plan.
    - [https://mn.gov/dhs/assets/ChildCareEmergencyPlan\\_tcm1053-317028.pdf](https://mn.gov/dhs/assets/ChildCareEmergencyPlan_tcm1053-317028.pdf)
    - One page Admission and Arrangements form: [https://mn.gov/dhs/assets/AdmissionandArrangementsForm\\_tcm1053-316062.pdf](https://mn.gov/dhs/assets/AdmissionandArrangementsForm_tcm1053-316062.pdf)
- 3. Train yourself to respond to emergencies.**
  - CPR and first aid training, as required by licensing.
  - Teach older children the basic task of dialing 9-1-1 in emergencies.
- 4. Make your home and vehicle safe and ready.**
  - Smoke detector on each level and a fire extinguisher, as required by licensing.
  - Establish fire escape routes from the house, and keep them clear of clutter.
  - Emergency supplies in your home and in all vehicles: emergency plan, first aid kit and book, flashlight with extra batteries, battery-operated radio, phone, and parent contact info.
  - Consult DHS: *Family Child Care Licensing Checklist*. Includes home safety details: [http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16\\_174538.pdf](http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_174538.pdf)
- 5. Protect your child care business.**
  - Insurance, including flood insurance if warranted.
  - Safe storage of child care records.
- 6. Know your local emergency warning systems**
  - Wireless Emergency Alerts (WEAs) are messages sent to cell phones. Go to your county's emergency management web page (or call them) to find out how to get these warnings.
  - NOAA Weather Radio (all hazards version). You can buy them and get reception at these Minnesota locations: <http://www.nws.noaa.gov/nwr/coverage/ccov.php?State=MN>
  - Outdoor warning sirens. Explain these to new immigrant families who have kids in your care.
  - Commercial broadcast radio and television. Tune in when you see bad weather or other crisis.
  - Battery-operated radio. Keep one in your home shelter, in case the power goes out.
- 7. Identify your neighborhood's special emergency risks and resources.**
  - Examples: chemical plant, major freeways or railroads, flood plain, nuclear power plant.
  - Contact your county emergency manager to find out if there are other special emergency risks in your neighborhood.
  - Partner with a neighbor to sub for you if (1) you have to leave for an emergency, or (2) if you and the kids need temporary shelter during a utility failure (power, water outage). The substitute you list must have a completed background study and also may need some training.

- 8. Decide how you will respond to emergency risks and share your plan with parents. Make sure parents have contact information to reach you in case of emergency. Three response options, depending on the emergency:**
- Evacuate the premises. Plan how you will get the children out, with special consideration for babies and children with disabilities. Pick a spot outside the house where everyone will meet.
  - Shelter-in-place, in a safe spot in your home. In weather emergencies like tornadoes, stay away from doors and windows in a basement room reinforced with concrete. Lock down in place when escaping from a violent incident.
  - Isolate in a confined area away from others (in the case of infectious disease outbreak). Have parents pick up sick children as soon as possible to prevent the spread of disease. Listen for guidance from licensing authorities on pandemic flu, if there is an outbreak.
- 9. Practice your plan.**
- Pick a time during the month when this can be regularly done, such as when the practice siren goes off on the first Wednesday of the month. This is also a good reminder to do your regular planning and updating of emergency contact info.
  - When practicing, tell the children what to do in a very direct and calm manner. Use short easy-to-understand phrases like “Go out now.”
- 10. When disaster strikes**
- Simple commands, direct words to the kids: “Go to the basement now.”
  - Stay calm!
  - Contact the children’s parents as soon as possible.
  - Prepare the licensing paperwork if any of the kids need medical treatment from the crisis.
  - After a major disaster in the area, be sensitive to the needs of the children. Let them take the lead in talking about the disaster. Keep the TV off; young children can believe that when an event repeats over and over again on the news, it’s really happening over and over again.

**Response to specific emergencies**

Below is a table listing emergencies you’ll want to plan for, with a checkmark for the usual response to each emergency. Change your response if the situation calls for it, especially if directed by local authorities to do something different.

Emergency type	Evacuate	Shelter-in-place	Isolate
Fire	X		
Floods, flash floods	X		
Gas/chemical leaks	X		
Hazardous materials incidents	X		
Heat wave *		X	
Infectious disease outbreak			X
Nuclear power generating plant incident **	X		
Snowstorms & other winter weather hazards		X	
Thunderstorms		X	
Tornadoes		X	
Violent incidents ( <b>Lock down</b> in place)		X	

\* Stay indoors, not necessarily in shelter

\*\* Local officials would tell you exactly what to do.

**For more information and emergency planning forms**

Minnesota Department of Human Services. (2017, October). *Keeping Kids Safe: Child Care Provider Emergency Planning Guide*. PDF retrieved from

<https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-7414-ENG>

Starting Sept. 30, 2019, you will need to update your emergency preparedness plan to include accommodations for infants and toddlers. After Sept. 30, 2019, the plan must be updated and include how you will accommodate infants and toddlers in an emergency. The initial emergency preparedness plan form developed by the commissioner does not include this, because it is a new requirement. In order to comply, you can do one of two things: • complete a one-page update developed by DHS that includes the new requirement or • complete a new emergency plan. DHS received feedback from providers that the form was too long and repetitive. In response, DHS revised and shortened the required template. You no longer need to post or share your emergency preparedness plans with parents or guardians. However, you must continue to make the plan available for review. You can find the one-page update here: <https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-7955-ENG> You can find the updated emergency preparedness plan, which will be available after Sept. 20,2019 here: <https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-7414C-ENG>

## Section E: Closing

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### References

National Association for the Education of Young Children, National Association of Child Care Resource & Referral Agencies. (2011). *Minnesota's Knowledge and Competency Framework for Early Childhood Professionals: Family Child Care*. PDF retrieved from:

[http://education.state.mn.us/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=058968&RevisionSelectionMethod=latestReleased&Rendition=primary](http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=058968&RevisionSelectionMethod=latestReleased&Rendition=primary)

National Resource Center for Health and Safety in Child Care and Early Education. (2016). *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs* (3<sup>rd</sup> ed.). Retrieved from:

<http://cfoc.nrckids.org/index.cfm> <<< Great website for current trends and alerts in child care.

State of Minnesota Revisor of Statutes. (2016). *Chapter 9502: Licensing of Facilities for Children: Family Day Care and Group Family Day Care Homes*. (Rule 2). St. Paul, MN. Retrieved from:

<https://www.revisor.mn.gov/rules/?id=9502>

U.S. Department of Health and Human Services, Administration for Children and Families. (2015). *Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education*. Retrieved from

[http://www.acf.hhs.gov/sites/default/files/ece/caring\\_for\\_our\\_children\\_basics.pdf](http://www.acf.hhs.gov/sites/default/files/ece/caring_for_our_children_basics.pdf)

Minnesota State Child Care Emergency Plan- <https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-7415-ENG>

MN Dept. of Human Services Child Care Emergency Preparedness -

[http://www.dhs.state.mn.us/main/idcplg?IdcService=GET\\_FILE&RevisionSelectionMethod=LatestReleased&Rendition=Primary&allowInterrupt=1&noSaveAs=1&dDocName=dhs-291261](http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_FILE&RevisionSelectionMethod=LatestReleased&Rendition=Primary&allowInterrupt=1&noSaveAs=1&dDocName=dhs-291261)

## Reflection

Take a few minutes to reflect on what you have learned in this session of this class. Use the spaces below to capture your ideas and plans for action.

In this session I learned...

Based on what I learned, some things I plan to do ...

This session started me thinking about...