

# HEALTHY STATES: HEALTH AND SAFETY TRAINING TOOLKIT



Early Childhood  
National Centers

NATIONAL CENTER ON

Early Childhood Health and Wellness

*School readiness begins with health!*

## HOW TO USE THIS RESOURCE:

This tool can be used by state and territory CCDF administrators and training and technical assistance staff as a guide to obtain up-to-date, research/science-informed resources and practices for the development of health and safety trainings.

The tool also includes resources for states to use for health and safety trainings (e.g. including online modules, training materials, webinars, and other written and online resources).

### For Child Care Health Consultants:

This tool can also be used with existing health and safety trainings to train program level staff by child care health or nurse consultants or health managers in early childhood education settings. It can also be used by training staff in child care centers and family child care homes to identify resources and materials for training of staff in programs on health and safety topics.

## SUMMARY OF HEALTH AND SAFETY REQUIREMENT OF THE CHILD CARE DEVELOPMENT BLOCK GRANT (CCDBG) ACT OF 2014 (SEC. 658E(C)(2)(I))

The plan shall include a certification that there are in effect within the state, under state or local law, requirements designed to protect the health and safety of children that are applicable to child care providers that provide services for which assistance is made available under this subchapter. Such requirements (i) shall relate to matters including health and safety topics consisting of:

- I. the prevention and control of *infectious diseases* (including immunization) and the establishment of a grace period that allows homeless children and children in foster care to receive services under this subchapter while their families (including foster families) are taking any necessary action to comply with immunization and other health and safety requirements;
- II. prevention of *sudden infant death syndrome and use of safe sleeping practices*;
- III. *administration of medication*, consistent with standards for parental consent;
- IV. *prevention of and response to emergencies due to food and allergic reactions*;
- V. *building and physical premises safety*, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic;
- VI. prevention of *shaken baby syndrome* and abusive head trauma;
- VII. *emergency preparedness and response planning* for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a)(1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1));
- VIII. *handling and storage of hazardous materials* and the appropriate disposal of bio-contaminants;
- IX. for providers that offer transportation, if applicable, *appropriate precautions in transporting children*;
- X. *first aid and cardiopulmonary resuscitation*;
- XI. *minimum health and safety training*, to be completed pre-service or during an orientation period in addition to ongoing training, appropriate to the provider setting involved that addresses each of the requirements relating to matters described in this section;
- XII. may include requirements relating *to nutrition, access to physical activity, recognition and reporting of child abuse and neglect, caring for children with special needs, or any other subject area* determined by the state to be necessary to promote child development or to protect children's health and safety.

This tool refers to the reference guides below, which can help Head Start program and early childhood education setting staff understand health and wellness topics and develop plans and policies to ensure health and wellness in their programs:



This tool refers to resources that will assist programs in achieving two levels of competence: Caring for Our Children (CFOC) Basics, which are minimum Child Care and Development Fund (CCDF) requirements, and best practices, which exceed CCDF requirements. If there are more stringent local requirements, programs should adhere to those. A third section, refers to additional resources that address evidence-based information on each specific topic area, and the fourth section provides resources that can be distributed to families for consumer education.

The graphic below illustrates how the CFOC Basics integrate with health and safety topics. The items in **blue** are CFOC topics and the items in **orange** are CCDBG health and safety topics:

## CFOC Basics and CCDBG Topics

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. <b>Staffing</b><br/><b>First Aid/CPR training</b></li> <br/> <li>2. <b>Program Activities for Healthy Development</b><br/><b>Child development</b></li> <br/> <li>3. <b>Health Promotion and Protection</b><br/><b>Emergency preparedness</b><br/><b>Medication administration</b><br/><b>Safe sleep</b><br/><b>Shaken baby syndrome</b><br/><b>Child abuse and neglect</b></li> <br/> <li>4. <b>Nutrition and Food Service</b><br/><b>Food allergies</b></li> </ol> | <ol style="list-style-type: none"> <li>5. <b>Facilities, Supplies, Equipment, Environmental Health</b><br/><b>Building safety</b><br/><b>Handling hazardous materials</b></li> <br/> <li>6. <b>Play Areas/Playgrounds and Transportation</b><br/><b>Transportation</b></li> <br/> <li>7. <b>Infectious Disease</b><br/><b>Infectious disease</b></li> <br/> <li>8. <b>Policies</b></li> </ol> |
|--|---|

## ADDITIONAL RESOURCES:

[Caring for Our Children Basics Health and Safety Standards Alignment Tool for Child Care Centers and Family Child Care Homes](#) provides a simple format for states and territories to compare their current early childhood program requirements and standards against the recommended health and safety standards in CFOC basics.

[The National Database of Child Care Licensing Regulations](#) serves as a resource that can help in developing a training that is aligned with state and territory requirements.

# INFECTIOUS DISEASES

The resources below provide basic guidelines, best practices, and information about many infectious diseases (including signs, symptoms, how they spread, how to prevent/reduce, manage and respond to them in early childhood education settings). Local licensing requirements are available [here](#).



## BASIC REQUIREMENTS



### Health Promotion and Protection

- 3.2.2.1 Situations That Require Hand Hygiene
- 3.3.0.1 Routine Cleaning, Sanitizing and Disinfecting
- 3.2.3.4 Prevention of Exposure to Blood and Bodily Fluids
- 3.6.1.1 Inclusion/Exclusion/Dismissal of Children
- 3.6.1.4 Infectious Disease Outbreak Control

### Infectious Diseases

- 7.2.0.1 Immunization Documentation
- 7.2.0.2 Children not immunized
- 7.2.0.3 Immunization of Caregivers/Teachers

## BEST PRACTICE



### Health Promotion and Protection

- Hand hygiene, cleaning, exposure, Inclusion/exclusion, outbreak control (p. 118)

### Infectious Diseases

- How infections Spread (p. 317)
- Immunizations
- Disease specific info

### Exemptions/Exclusions

- Documentation of Exemption and Exclusion of Children who Lack Immunizations (p. 383)

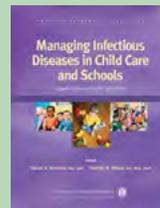
## ADDITIONAL RESOURCES



ECLKC

### Infectious Diseases: Prevention and Management

- Webinar
- Resources on specific diseases
- Vaccinations



- Prevention (p. 15)
- Exclusion/Inclusion Criteria (p. 41)
- Emergencies (p. 179-184)



### Model Child Care Health Policies

- Risk Reduction Policy (p. 47)
- Infection Control Plan (p. 85)

## FAMILY RESOURCES



ECLKC

- Overview of Infectious Disease  
[English](#) and [Spanish](#)



- Hand Hygiene  
[Hand Washing: A Powerful Antidote to Illness](#)

Note: In 2014, the Child Care and Development Block Grant was reauthorized (P.L. 113-186). The new law requires states to develop their own strategies to better serve children experiencing homelessness and calls for a grace period or flexibility to obtain immunizations and other documents needed so that children experiencing homelessness can be served more quickly.

# SAFE SLEEP

The resources below provide basic guidelines, best practices, and information about sleep safety in early education settings (including information on swaddling, use of pacifiers, and sleep arrangements). Local licensing requirements are available [here](#).



## BASIC REQUIREMENTS



### Safe Sleep

3.1.4.1 Safe sleep practices and SIDS reduction

## ADDITIONAL RESOURCES



News You Can Use:  
The Culture of Sleep and  
Child Care



Model Child Care Health Policies  
(5th Edition)

- Sleep Practices (p. 35)
- Safe Sleep Arrangements for Infants (p. 36)

## BEST PRACTICE



### Safe Sleep

- Chapter 3 (p. 102)
- Safe sleep practices
- Swaddling
- Pacifier use
- Sleep arrangements

## FAMILY RESOURCES



- Safe Sleep for Babies  
English and Spanish



- Safe to Sleep  
English and Spanish

Up to date policy statement by AAP:

Note: <http://pediatrics.aappublications.org/content/138/5/e20162938> for updated guidelines from AAP on Safe Sleep, SIDS and Other Sleep-Related Infant Deaths: Updated 2016 Recommendations for a Safe Infant Sleeping Environment TASK FORCE ON SUDDEN INFANT DEATH SYNDROME

# MEDICATION ADMINISTRATION

The resources below provide basic guidelines, best practices, and information about medication administration in early education settings (including training staff, storage, labeling, and emergency medications). Local licensing requirements are available [here](#).



## BASIC REQUIREMENTS



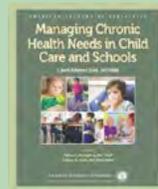
### Health Promotion and Protection

- 3.6.3.1/3.6.3.2 Medication Administration and Storage
- 3.6.3.3 Training of Caregivers/Teachers to Administer Medication

### Policies

- 9.2.4.1 Written Plan and Training for Handling Urgent Medical Care or Threatening Incidents

## ADDITIONAL RESOURCES



### Managing Chronic Health Needs in Child Care and Schools

- Medication Administration Issues (p.33)



### Model Child Care Health Policies (5th Edition)

- Medication Administration (p. 75)
- Medication for Emergencies (p. 91)
- Appendix X - Medication Administration Packet (p. 179)

## BEST PRACTICE



### Health Promotion and Protection

- Chapter 3 (p. 153)

### Management of Illness

- Medication Administration
- Labeling and Storage of Medication
- Training Caregivers/ Teachers to Administer Medication

## FAMILY RESOURCES



- Medication Safety [English](#) and [Spanish](#)

Note: There is a free online course is offered by the American Academy of Pediatrics' Healthy Futures for [Participants](#) and for [Instructors](#)

# FOOD ALLERGIES

The resources below provide basic guidelines, best practices, and information about food allergies in early education settings (including information on care plans, anaphylaxis, and children with special health care needs). Local licensing requirements are available [here](#).



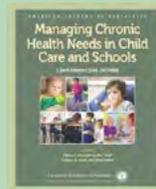
## BASIC REQUIREMENTS



### Food Allergies

- 4.2.0.10 Caring for Children with Food Allergies

## ADDITIONAL RESOURCES



### Managing Chronic Health Needs in Child Care and Schools

- Care Plans (p. 21)
- Anaphylaxis (p. 71)



### Model Child Care Health Policies (5th Edition)

- Children with Special Needs and Disabilities (Special Conditions) (p. 73)

## BEST PRACTICE



### Nutrition and Food Service

- Chapter 4 (p. 170)
- Care for Children with Food Allergies

## FAMILY RESOURCES



- Managing Food Allergies  
English and Spanish

Note: Another resource from CDC, [Volunteer Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs](#) and [Tool Kit for Managing Food Allergies in Schools](#)

## FACILITIES SAFETY

The resources below provide basic guidelines, best practices, and information about facilities safety in early education settings (including information on preventing accidents and injuries and evacuation of children with special health care needs).

Local licensing requirements are available [here](#).



### BASIC REQUIREMENTS

#### Facilities, Supplies, Equipment, and Environmental Health



- 5.1.1.2 Inspection of Buildings
- 5.1.1.3 Compliance with Fire Prevention Code
- 5.1.1.5 Environmental Audit of Site Location
- 5.1.6.6 Guardrails and Protective Barriers
- 5.2.4.2 Safety Covers and Shock Protection Devised for Electrical Outlets
- 5.2.4.4 Location of Electrical Devices near Water
- 5.2.8.1 Integrated Pest Management
- 5.2.9.1 Use and Storage of Toxic Substances
- 5.2.9.5 Carbon Monoxide Detectors
- 5.3.1.1/5.5.0.6/5.5.0.7 Safety of Equipment, Materials and Furnishings

### BEST PRACTICE

#### Facilities, Supplies, Equipment and Environmental Health



- Chapter 5 (p. 211)
- Facilities, Supplies, Equipment and Environmental Health
- Including information on Evacuation of Children with Special Health Care Needs and Children with Disabilities, quality of the outdoor and indoor environment, prevention and management of toxic substances

### ADDITIONAL RESOURCES



ECLKC

#### Resources for Safe Playgrounds



#### Model Child Care Health Policies (5th Edition)

- Design and Maintenance of the Physical plant and contents (p. 113)



#### Healthy Child Care



#### Choose Safe Places for Early Care and Education



#### Playgrounds



#### Safety and Injury Prevention Curriculum

## FAMILY RESOURCES



#### Information for Parents about Specific Environmental Health Issues

Note: Eco-Healthy Child Care provides information/checklists to assess the environment of your facilities <http://cehn.org/our-work/eco-healthy-child-care/> and the Consumer Product Safety Commission has Resources (in [English](#) and [Spanish](#)) around the safety of equipment, toys, materials and water safety <https://www.cpsc.gov/Safety-Education/Safety-Education-Centers>, Safe Kids Worldwide also has resources around prevention of child injury and safety tips at <https://www.safekids.org/safety-tips>.

# SHAKEN BABY SYNDROME AND ABUSIVE HEAD TRAUMA

The resources below provide basic guidelines, best practices, and information about prevention of abusive head trauma in early education settings and information on identifying and preventing abusive head trauma. Local licensing requirements are available [here](#).



## BASIC REQUIREMENTS



### *Preventing and Identifying Shaken Baby Syndrome and Abusive Head Trauma*

- 3.4.4.3 Preventing and Identifying Shaken Baby Syndrome and Abusive Head Trauma

## ADDITIONAL RESOURCES



ECLKC

### *Preventing and Identifying Shaken Baby Syndrome and Abusive Head Trauma*



### *Centers for Disease Control*



### *Model Child Care Health Policies (5th Edition)*

- Child Abuse and Neglect (p. 101-103)

## BEST PRACTICE



### *Health Promotion and Protection*

- Chapter 3 (p. 133)
- Prevention and Identifying Shaken Baby Syndrome/Abusive Head Trauma

## FAMILY RESOURCES



*What is Abusive Head Trauma?*

*Period of Purple Crying*

# EMERGENCY PREPAREDNESS

The resources below provide basic guidelines, best practices, and information about emergency preparedness in early education settings (including information on developing plans, emergency medications, and preparedness). Local licensing requirements are available [here](#).



## BASIC REQUIREMENTS



### Policies

- 9.2.4.1 Written Plan and Training for Handling Urgent Medical Incidents
- 9.2.4.3/9.2.4.5 Disaster planning, training, and Communication and Evacuation Drills

## ADDITIONAL RESOURCES

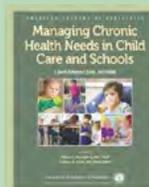


[Emergency Preparedness Manual for Early Childhood Programs](#)



[Model Child Care Health Policies \(5th Edition\)](#)

- Medication for Emergencies (p. 91)
- Emergency and Evacuation Plan, Drills, and Closings (p. 96)



[Managing Chronic Health Needs in Child Care and Schools](#)

- Emergency medications/devices for allergies and asthma (Chapter 11 pgs 59-202)



[Child Care Aware of America](#)

## BEST PRACTICE



### Administration

- Chapter 9 (p. 393)
- [Emergency/Security Policies and Plans](#)
- Disaster Planning, Training and Communication
- Evacuation Drills

## FAMILY RESOURCES



[Helping Your Child Cope After a Disaster](#)



[Healthy Children Radio: Emergency Preparedness](#)

# HAZARDOUS MATERIALS (HANDLING AND STORAGE)

The resources below provide basic guidelines, best practices, and information about hazardous materials in early education settings (including information on managing toxic substances and integrated pest management). Local licensing requirements are available [here](#).



## BASIC REQUIREMENTS



- [5.2.9.1 Use and Storage of Toxic Substances](#)

## ADDITIONAL RESOURCES



### [Model Child Care Health Policies \(5th Edition\)](#)

- Integrated Pest Management & Toxic/ Chemical Substances (p. 52)
- Poisonous plants (p. 56)
- Lead (p. 57)
- Hazard/Safety Checks and Corrective Actions (p. 59)



### [Daycare & School Poison Safety](#)



### [Healthy Child Care](#)



### [OSHA's Blood-borne Pathogens Standard Fact sheet](#)

## BEST PRACTICE

### [Facilities, Supplies, Equipment and Environmental Health](#)



Chapter 5 (p. 243)

- Prevention and Management of Toxic Substances
- Including use and storage, use of a Poison center, informing staff, radon, carbon monoxide, asbestos/friable materials, poisonous plants, lead

## FAMILY RESOURCES



### [Poison Prevention Play it Safe: Reduce Your Child's Chances of Pesticide Poisoning](#)



### [Poison Prevention Information Center](#)

Note: The Environmental Protection Agency has information on [Green Cleaning in Child Care](#)

[Eco-Healthy Child Care](#) provides information/checklists to assess the environment of your facilities including information on phthalates in plastic toys

# TRANSPORTING CHILDREN

The resources below provide basic guidelines, best practices, and information about transporting children in early education settings (including information about school bus safety and child passenger safety).

Local licensing requirements are available [here](#).

Online



Webinars



## BASIC REQUIREMENTS



### *Play Areas/Playgrounds and Transportation*

- 6.5.1.2 Qualification for Drivers
- 6.5.2.2 Child Passenger Safety
- 6.5.2.4 Interior Temperature of Vehicles
- 6.5.3.1 Passenger Vans

## ADDITIONAL RESOURCES



### *Transporting Students with Special Needs*

### *Directions for Bus Sign-In Sheet*



### *Model Child Care Health Policies (5th Edition)*

- Transportation including information on motor vehicle, bicycle, tricycle, or other wheeled toys, pedestrian safety, wheelchair transport and field trips (p. 61)

## BEST PRACTICE



### *Play Areas/Playgrounds and Transportation*

- Chapter 6 (p. 307)
- Transportation
- Transportation Safety
- Child passenger safety, interior temperature of vehicles, driver qualifications



### *School Bus Safety*

## FAMILY RESOURCES



### *Car Seat Safety*

### *Keeping Children Safe in Vehicles: A guide for families and caregivers*



### *School Bus Basics*

## FIRST AID AND CPR

The resources below provide basic guidelines, best practices, and information about first aid and CPR in early education settings (including information on trainings and oral injuries).

Local licensing requirements are available [here](#).



### BASIC REQUIREMENTS



#### *First Aid and CPR Training for Staff*

- 1.4.3.1 First Aid and CPR training for staff
- *5.6.0.1 First Aid and Emergency Supplies*

### ADDITIONAL RESOURCES



#### *Model Child Care Health Policies (5th Edition)*

- Appendix F-136 consent from parents
- Emergency situations (p. 91)
- First aid kit (pgs. 91, 191-192)

### BEST PRACTICE



#### *First Aid and CPR Training*

- Chapter 1 (p. 26)
- First Aid and CPR Training
- Rationale, topics to cover, CPR & Water play, professional development

### FAMILY RESOURCES



*Giving First Aid for Your Child's Oral Injuries*



*First Aid Guide for Parents and Caregivers*

# CHILD ABUSE AND MALTREATMENT

Online



Webinars

The resources below provide basic guidelines, best practices, and information about child maltreatment in early education settings (including information on recognizing abuse and policies on mandated reporting). Local licensing requirements are available [here](#).



## BASIC REQUIREMENTS



- [1.4.5.2 Child Abuse Neglect Education](#)
- [2.2.0.9 Prohibited Caregiver/Teacher Behaviors](#)
- [3.4.4.1 Recognizing and Reporting Suspected Child Abuse, Neglect and Exploitation](#)

## ADDITIONAL RESOURCES

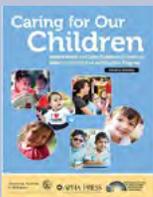


- [Model Child Care Health Policies \(5th Edition\)](#)
- 101 prevention (p. 101)
- Mandated reporting (pgs. 102-3)



[Child Welfare Information Gateway](#)

## BEST PRACTICE



- [Child Abuse and Neglect Education](#)
- Chapter 1 (p. 32)
- Chapter 2 (p. 78)
- Chapter 3 (p. 132)
- Child Abuse and Neglect Education
- [Prohibited Caregiver/Teacher Behaviors](#)
- [Recognizing and Reporting Suspected Child Abuse, Neglect and Exploitation](#)

## FAMILY RESOURCES



[Child Abuse and Neglect](#)

## CHILD DEVELOPMENT

The resources below provide basic guidelines, best practices, and information about child development in early education settings (including information on monitoring, preventing suspension/expulsions, and screenings). Local licensing requirements are available [here](#).



### BASIC REQUIREMENTS



- [2.1.1.4 Monitoring Children's Development/ Obtaining Consent for Screening](#)
- [2.2.0.8 Preventing Expulsions, Suspensions, and Other Limitations in Services](#)

### ADDITIONAL RESOURCES



#### [Model Child Care Health Policies \(5th Edition\)](#)

- Planned program, teaching and guidance (p. 13)



ECLKC

#### [Developmental Screening: Child Development – Learn the Signs. Act Early](#)

#### [Birth to 5: Watch Me Thrive](#)

### BEST PRACTICE



#### [Program Activities for Healthy Development](#)

- [Chapter 2 Monitoring Children's Development/ Obtaining Consent for Screening \(p. 54\)](#)
- [Chapter 2 Preventing Expulsions, Suspensions, and Other Limitations in Services \(p. 76\)](#)

### FAMILY RESOURCES



[CDC Learn the Signs. Act Early: Information for Families](#)

# HEALTH AND SAFETY TRAINING (PRE-SERVICE, ORIENTATION)

Online



Training

The resources below provide basic guidelines, best practices, and information about health and safety trainings (including information on ideas for pre-service and orientation of staff). Local licensing requirements are available [here](#).



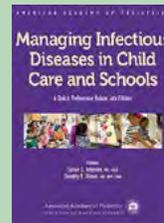
## BASIC REQUIREMENTS



### Pre-service Training/ Orientation

- Health Promotion and Protection
- Including, physical activity, safe sleep, oral health, diaper changing, hand hygiene, cleaning/ sanitizing/ disinfecting, exposure to blood/body fluids, use of tobacco, alcohol, and illegal drugs, emergency procedures, child abuse and neglect, preventing Shaken Baby Syndrome, sun safety, strangulation hazards

## ADDITIONAL RESOURCES



### Managing Infectious Diseases (4th Edition)

- Hand Hygiene (p. 18)
- Diaper Changing (p. 21)
- Sanitation, Disinfection, and Maintenance (p. 26)
- Cleaning up Body Fluids (p. 216)



### Model Child Care Health Policies (5th Edition)

- Professional Development/ Training (p. 110-111)

## BEST PRACTICE



### Health Education for Staff

- Chapter 2 (p. 88)
- Pre-service training

## FAMILY RESOURCES



Recommended Health and Safety Trainings

## ADDITIONAL TRAINING TOPICS

The resources below provide basic guidelines, best practices, and information about additional training topics for early childhood settings (e.g., physical activity, children with special health care needs, supports for child care health consultants).

Local licensing requirements are available [here](#).

Online



Training



### BASIC REQUIREMENTS



- *[Active Opportunities for Physical Activity \(p. 12\)](#)*
- *[Child Abuse and Neglect \(p. 14\)](#)*
- *[Care Plan for Children with Special Needs \(p. 14\)](#)*
- *[Nutrition and Food Service \(p. 16\)](#)*

### BEST PRACTICE



*[Caring for our Children \(3rd Edition\) & CFOC 3 database](#)*

- *[Nutrition and Food Service Chapter 4 \(p. 161\)](#)*
- *[Physical Activity and Limiting Screen Time Chapter 3 \(p. 97\)](#)*
- *[Child Abuse and Neglect Chapter 3 \(p. 132\)](#)*
- *[Children with Special Health Care Needs and Disabilities Chapter 8 \(p. 357\)](#)*



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