

First Things First

Implementing Health and Safety Practices

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Head Start Regional TTA Network

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Welcome Head Start Community

visitors disabilities health drivers
family bus engagement
managers home coaches
directors education
teachers coordinators nutrition



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The Why?

One Special Thing



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Learning Objectives

- Review Head Start's expectations for health and safety
- Discuss how to support health and safety across different program options
- Reflect on your program's practices and your own strategies
- Explore resources and identify any next steps or action items



OHS Guidance and Resources

Head Start Program Performance Standards (HSPPS)

[1302.47 Safety practices](#)

Caring For Our Children (CFOC)



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Health and Safety in Head Start

Health

- Supporting children's development over time
- “Is this helping a child thrive?”
 - Hygiene, physical health
 - Nutrition, dietary needs
 - Wellness, prevention

Safety

- Preventing incidents before they happen
- “Could a child get hurt here?”
 - Safe environment, materials
 - Active Supervision
 - Emergency readiness
 - Safe routines





Home Visiting

Center-based: Indoor and Outdoor Time

Preparing for and Responding to Emergencies



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Home Visiting



Family Engagement

Classroom Teachers

Home-based Services



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Home Visiting

What are some health and safety considerations when going on a home visit?

Teacher Home Visit	Family Service Worker Visit	Home-Based Visit
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Reflection: Home-visiting

- Our program implements the following practice(s) effectively:
- Our program has the opportunity to enhance the following practice(s):
- One thing I will do in my role to support ensure the improvement of the health and safety of children and adults in our program is:



Center-based: Indoor and Outdoor Time



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Center-based: Indoor and Outdoor Time



Is this helping a child thrive?

Could a child get hurt here?



Classroom Routines and Activities

- Arrival/Dismissal
- Eating Together/Feeding
- Diapering/Toileting
- Sensory Experiences
- Interest Areas
- Rest Time
- Outdoor
- Field Trips (*including nature walks, etc.*)



Arrival Time

Health Checks

- Simple assessment, not detailed exam
- Documentation

Communicable Illnesses and Classroom Exposures

DAILY HEALTH CHECK

Signs to Observe:

- General mood and changes in behavior
- Fever or elevated body temperature
- Skin rashes, unusual spots, swelling or bruises
- Complaints of pain and not feeling well
- Signs/symptoms of disease (severe coughing, sneezing, breathing difficulties, discharge from nose, ears or eyes, diarrhea, vomiting etc.)
- Reported illness in child or family members

Use all of your senses . . .

- **LOOK** - for signs
- **LISTEN** - for complaints
- **FEEL** - for fever

California Childcare Health Program
cchp.ucsf.edu



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Illness, Injury and Medication

Illness and Injury Reports

Medications

Health Care Needs

- Health Alert



Clean Hands

Handwashing and Clean Hands

Hand Sanitizer

- When, where, why



3.2.2.1 Situations that Require Hand Hygiene

All caregivers, teachers, volunteers, and children should wash their hands at the following times, as identified by the Centers for Disease Control and Prevention (CDC):

Situations that Require Handwashing	Caregivers and Teachers	Children
Upon arrival	✋	✋
Before and after making food or drinks; passing out food or drinks	✋	✋
Before and after eating, handling food, or feeding a child	✋	✋
Brushing or helping a child brush their teeth. When children need help with brushing, caregivers and teachers should wash their hands thoroughly between brushings for each child.	✋	✋
Giving medication or applying a medical ointment or cream where there may be a break in the skin (e.g., sores, cuts, or scrapes)	✋	
Playing in water (including swimming) that more than one person uses	✋	✋
Before and after diapering	✋	✋
After using the toilet	✋	✋
After helping a child use a toilet	✋	
After touching body fluids (mucus, blood, vomit) from sneezing or wiping and blowing noses, mouths, or sores	✋	✋
After touching animals or cleaning up animal waste	✋	✋
After playing in sand, on wooden play sets, and outdoors	✋	✋
After cleaning or touching the garbage	✋	✋
After applying sunscreen or insect repellent	✋	✋



Eating Together

Cleaning vs. Sanitizing

Food sizes (infants, toddlers)

Active Supervision



Toothbrushing

Storage

Infants



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Clean up, Clean Up,
Everybody Clean Up
Clean up, Clean up
Everybody Do Their Share



Clean & Sanitize



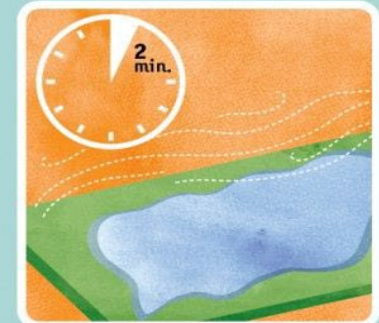
1 Mix fresh each day.



2 Clean dirty surfaces with detergent and water.



3 After cleaning, **spray** thoroughly with bleach mixture.



4 Let **air dry** for two minutes.

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Diapering



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Stand Up Diapering and Toileting

Toileting

Stand Up Diapering

Stand-Up Diapering Procedure

- Wash hands.
- Gather supplies:
 - a new diaper (or pull-up or underwear)
 - disposable wipes, disposable gloves (optional)
 - plastic bag if there are dirty clothes to send home**Note: Keep any plastic bags inaccessible to child.**
- Put on disposable gloves, if desired.
- If the child is able, have them hold their shirt up above their waist during the change. This reduces the chance they will get their hands dirty.
- If possible, remove child's shoes, socks and pants, then remove their diaper (or pull-up or underwear). This reduces the chance socks or shoes will get dirty during the diaper change and spread germs to other spaces in the program.
- Put dirty diaper or pull-up in covered, hands-free, plastic-lined garbage can or put dirty underwear in a plastic bag so it can be returned to the family.
- Clean diaper area front to back using a new, clean disposable wipe for each stroke.
- Throw away the used wipes in the garbage can.
- Remove gloves, if worn, and throw them away in garbage can.
- Use disposables wipes to clean your hands (even if you used gloves), and have child clean hands with disposable wipes, as well. Throw away wipes in garbage can.
- If indicated by the child's signed diaper cream or ointment form, apply cream or ointment using disposable gloves. Throw away gloves after applying.
- Coach child to put on clean diaper (or pull-up or underwear) and clothing.
- Coach child to wash their hands with soap and warm water at the bathroom or handwashing sink.
- Use 3-Step Method on floor or surface where the change occurred:
 1. Clean with soap and water. Dry with a paper towel.
 2. Rinse with water. Dry with a paper towel.
 3. Spray **disinfect** bleach solution onto changing surface. Air dry or leave on the surface for at least 2 minutes before drying with a paper towel.
- Wash hands with soap and warm water.



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Sensory Experiences

Handwashing before and after sensory play

Keeping sensory experiences clean and safe:

- dump water after use
- clean, sanitize and disinfect sensory surfaces and containers
- ensure that materials are non-toxic and safe for children
- consider the developmental level of the group and plan experiences accordingly



Rest Time

Active Supervision

- During Sleep
- When some are sleeping, others are awake

Honoring Our Babies: Safe Sleep

- Infants
- Toddlers
- Preschool Rest Time



Outdoor Play

Transitions

Environmental Safety

Water safety



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Outdoor Play

Active Supervision at-a-Glance

SIX STRATEGIES TO KEEP CHILDREN SAFE

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times.



Set Up the Environment

Set up the environment so you can supervise children and are always able to reach them if necessary. Keep spaces clutter-free and place furniture so you can observe the whole room.



Position Staff

Plan where you and other staff position yourselves to see and hear all children. Make sure there are clear paths to where children are playing, sleeping, and eating. This allows you to react quickly when necessary and stay close to children who may need additional support.



Scan and Count

Always be aware of where every child is and what they are doing. Scan the entire environment and count children frequently, especially during transitions when moving from one location to another.



Listen

Listen closely to children to identify signs of potential danger. Specific sounds or the absence of them may be reason for concern. Listen for signs that a child is getting upset or for sounds in the environment, such as bells on the door that alert you when a child leaves or enters the room.



Anticipate Children's Behavior

Use what you know about each child's temperament, developmental abilities, interests, and skills to predict what the child may do next. Pay attention to changes in a child's mood or health and anticipate when they may wander off, get upset, or take a dangerous risk.



Engage and Redirect

Offer support by using what you know about each child's individual needs and development. Encourage children to solve problems on their own and help them develop solutions if needed. Offer different levels of assistance or redirection depending on each child's needs.

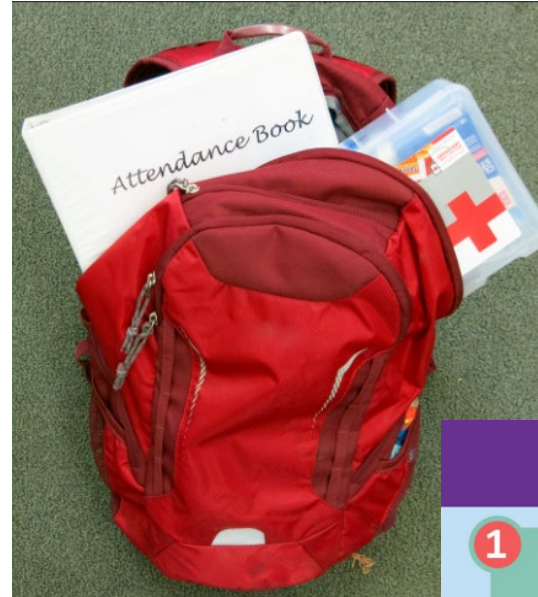


Outdoor Play

Hygiene

Emergency “backpack”

Emergency supplies



How to Use Hand Sanitizer the Right Way



1 Apply sanitizer to hands.

2 Cover all surfaces of hands.

3 Rub hands together until dry.



www.cdc.gov/handwashing



CS30806-A



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Reflection: Center-based Indoor and Outdoor Time

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Preparing for and Responding to Emergencies

Emergency Supplies in Classroom

Active Supervision

Coverage and attention—make it
or break it

[1302.21](#)

ACTIVE SUPERVISION

**SIX STRATEGIES
TO KEEP CHILDREN SAFE**

 Set Up the Environment	 Position Staff
 Scan and count	 Listen
 Anticipate Children's Behavior	 Engage and Redirect

 Office of Head Start



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Preparing for and Responding to Emergencies

Safety checks (playground, daily/monthly)

Daily health and safety checks (environmental)

Fire Drills, all the drills

Fire extinguishers



All Hazard Preparedness Drills and Safety Record

Site:						Year:						
Annual Maintenance of Fire Extinguishers:						Date:						
Monthly Inspection of Premises to Identify & Eliminate Possible Fire Hazards												
	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRI	MAY	JUNE	JU
Date												
Staff Initials												
Monthly checks to ensure these items are working properly: *if these are checked by district staff, this must be verified and documented on this form.												
Alternate alarms												
Emergency lighting												
Test smoke detectors												
Test carbon monoxide detectors												
Inspect fire extinguishers												
Monthly Fire and Evacuation Drills												
Month	Date	Time of Day	# of children	# of staff	Length of Drill	Notes- How did the drill go? How may the drills be improved? (continue notes on the back of the page, if necessary)						



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Reflection: Preparing for and Responding to Emergencies

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Partnering with Families

- Communicating at pick ups
- Family well-being
- Felt sense of safety, building trust and walking alongside families
- Health and safety check support

- Responsibilities to Families



Reflections and Questions



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