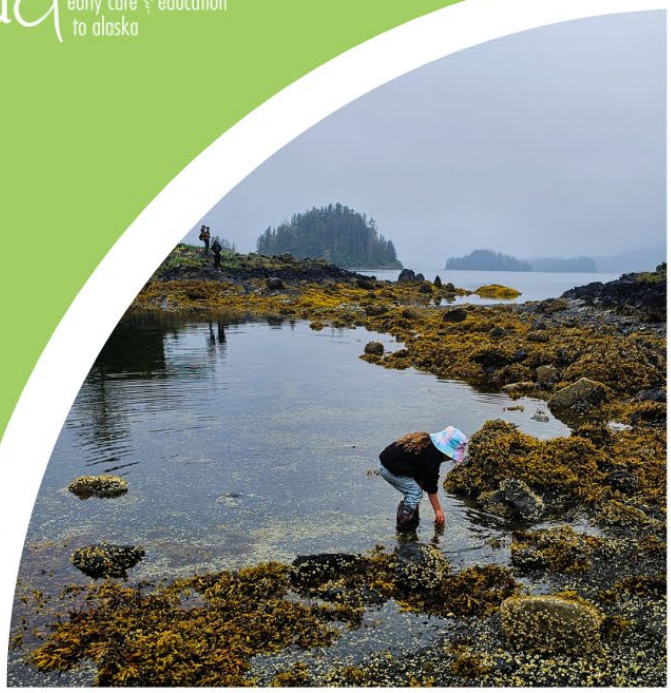
SHEET'KÁ KWÁAN
SITKA TRIBE OF ALASKA

TRIBALLY APPROVED RELATIVE & IN-HOME CHILD CARE PROGRAM

PROVIDER HANDBOOK

Prepared by
thread connecting early care & education to alaska



PROVIDER APPROVAL DATE
Approval valid for one year.

RENEWAL APPLICATION DUE
6 weeks prior to expiration.

Yak'éi haat yigoodée!

We are excited that you have decided to join Sitka Tribe of Alaska's Tribally Approved Relative & In-Home Child Care Program. We are eager to work with you to provide safe, quality childcare. Your service will create a legacy for our children, families, and communities. Gunalchéesh!

This handbook is designed to support you, the child care provider, navigate the processes and documents required to participate in the Relative & In-Home Child Care Program – from outlining your own provider policies to completing safety checklists for your home. This handbook also contains guidance for and copies of all required forms – from gathering family contact information to daily attendance logs, in addition to suggested resources to meet your training and education requirements. Please let us know if you have any ideas, questions, or concerns.

Table of Contents

Provider Requirements	2
Annual Renewal	4
Training & Education Resources	5
Health & Safety Checklist / Site Inspection Preparation	7
Attendance Log	11
Daily Rhythm	12
All About Me	14
Provider Information & Policies	15 - 26
Receipt of Provider Policies	27
Resources for Providers	28
Emergency Preparedness	38
Sitka Emergency Numbers (print and post)	39

Prepared for *Sitka Tribe of Alaska* by **thread**. 2025.

thread, Alaska's Child Care Resource & Referral organization, provides services statewide to support families, early childhood educators, businesses, and communities.
www.threadalaska.org

Provider Requirements

Tribally Approved Relative & In-Home Child Care Program

Alaska Native people are strong, resilient, and protective parents who raised healthy generations of children for thousands of years. Traditional knowledge of the Alaska Native people includes an understanding of the importance of strengthening future generations through words, customs, and closely followed cultural practices.

"Changing the Narrative" by Commissioner Valerie Nurr'araaluk Davidson. *Cultural Resources for Alaska Families: Traditional Health & Wellness Guide*, *State of Alaska - Dept of Health & Social Services*, June 2018.

APPLICATION & ORIENTATION MEETINGS

- **Initial Application Meeting**: Attend a provider orientation meeting with STA to learn about the application process, forms, training, and program requirements.
- **Application Completion Meeting**: We will review all your application materials together to make sure everything is complete. After this meeting, STA will contact you to let you know if you have been approved as a Relative Care Provider.

INITIAL MEETING DATE	
COMPLETION MEETING DATE	

HEALTH & SAFETY REQUIREMENTS

There are a variety of health and safety requirements for the space in which you will be providing child care – either in your home or the child's home. Please review the Health & Safety Checklist within this handbook for the list of requirements and be sure that your home is prepared for a successful site inspection.

Site Inspection Requirements

- A successful site inspection must occur *before* you are approved.
- Site inspections will also be conducted quarterly and may be unannounced.
- The *Health & Safety Checklist* included in this handbook will be utilized to ensure that the location of care is safe for you and the children.
- If the location of care does not meet all of the health and safety requirements, the STA representative will work with you to create a plan to correct the safety issues. A second site visit will be scheduled and conducted at least ten days after the initial site visit to ensure that all concerns have been addressed.

Background Checks

- The relative or in-home child care provider and *all adults* who live in the home where care is provided must pass a tribally approved background check before care may begin.
- Please complete and submit the *Authorization for Release of Information* to begin the background check process.

TRAINING REQUIREMENTS

Mandatory Trainings

- Must be completed *before* receiving approval as a Relative or In-Home Care Provider.
- Registration information for mandatory trainings can be found on the Training Record form within this handbook. Please record your training hours on the Training Record and submit along with your initial or renewal application.
- Mandatory Trainings:
    - Mandatory Reporter Training (State of Alaska – Dept of Family & Community Services)
    - SIDS & Shaken Baby Training
    - Pediatric CPR & First Aid (must be completed in person)

Additional Training Requirements

- **Complete 6 hours of training each year** (in addition to the mandatory trainings). You may choose training that interests you or focuses on the needs of the children in your care. Training topics can include health and safety, child care, and child development.
- **Record your training** on the *Training Record* form included in this handbook and submit to STA.

ATTENDANCE & PAYMENT

- Rate of pay is dependent upon how many days per month a child receives care, parent/guardians' income, and number of people in the child's household.
- Provider must have a copy of the child's Approval Letter from STA Child Care Tuition Assistance to request payment.
- Providers will be paid a daily rate; part-time or full-time, as determined by STA.
- Parents are expected to provide a co-pay.
- Attendance logs will be used to determine attendance and calculate payment & must be submitted monthly to STA. Please keep an accurate record of the arrival and departure times of each child and be sure to record them daily on the *Attendance* form.
- Each child's attendance must be recorded on their own monthly form (one form per child).
- At the end of the month, submit the *Attendance* log(s) to STA. They may be dropped off at the STA office, emailed, or mailed. Please mark them "ATTN: STA Child Care Tuition Assistance Coordinator."

CHILD CARE DOCUMENTS

Daily Rhythm

- To encourage and ensure the very best quality of care, please create a sample daily rhythm. Be sure to make time each day for reading, building, creating, and especially for time outdoors!
- Look for more information in the *Provider Resources* section of this handbook.

All About Me

- A parent or guardian must complete an *All About Me* form for each of their children in your care.
- These forms should be stored permanently with your childcare paperwork and updated once a year. Please provide a copy of this document(s) to STA.

Provider Information & Policies

- Read the document, fill in where requested, initial the boxes to the left of sections you agree with as your program's policies, and check the bullet points within each section that pertain to you and your child care program.
- Please be thoughtful in completing this document. These policies represent the agreement between you and the parents/guardians of the children in your care.
- STA will review these policies with you prior to your approval as a Relative Care Provider and may request additions or revisions.
- Keep a copy for your own records, provide copies to the parents of children in your care, and submit a copy to STA.
- Once the parents have reviewed your information and policies, please have them sign the Policies Receipt Form and submit to STA during the application process.

ANNUAL RENEWAL

Your Relative Care Provider approval is valid for one year.

A new APPLICATION must be completed every year and submitted no less than SIX WEEKS before your original approval expires.

- At least six weeks before your expiration date:
    - Submit a new Relative or In-Home Care Provider Application packet.
    - Submit a new *Authorization for Release of Information* for all adults living in the home where care is provided.
    - Request a site inspection.
    - Complete and submit new copies of these additional documents from the Provider Handbook:
        - *Daily Rhythm*
        - *All About Me* – Please work with the families to complete a new form for each child.
        - *Provider Information & Policies* – Update this document and provide the parents/guardians of children in your care with your updated policies. Be sure to have them sign the Receipt of Policies form and submit a copy to STA.

- Before your renewal may be approved:
    - Complete these training courses and submit a *Training Record* with attached certificates:
        - Mandated Reporter training
        - SIDS & Shaken Baby training
        - Ensure that your Pediatric First Aid & CPR certification is current or complete a refresher course before the expiration date.
        - 6 hours of additional training, as outlined in the "Training" section of this document.
    - Pass a site inspection.
    - Successfully complete the tribally approved background check.

Training & Education

Tribally Approved Relative & In-Home Child Care Program

Sitka Tribe of Alaska may be able to provide funding for training. Please contact the STA Child Care Tuition Assistance office for information.

State of Alaska Early Childhood Trainings

- Department of Education and Early Childhood Development: https://education.alaska.gov/elearning/courses
- Child Care Program Office: https://learn.dhss.alaska.gov/login/index.php
- Office of Children's Services: https://learn.dhss.alaska.gov/login/index.php
- CCPO-Approved Health & Safety Orientation Trainings: https://health.alaska.gov/media/bgpfdsyw/alaskas-approved-health-and-safety-training-by-requirement.pdf

Other Recommended Training Platforms

- Better Kid Care Trainings: https://extension.psu.edu/programs/betterkidcare
- UAA Center for Human Development Training: https://bit.ly/3B294Qf
- Head Start ECLKC Trainings: https://eclkc.ohs.acf.hhs.gov/
  - (NOTE: You will need to create an account first; click on "iPD" in the footer of the home page.)
- Pyramid Model Consortium Trainings: https://www.pyramidmodel.org/
- NCPMI Trainings: https://challengingbehavior.org/
- ProSolutions Trainings: https://bit.ly/4d0IlRd
- Early Childhood Investigations Webinars: https://www.earlychildhoodwebinars.com/
- SafeGard Classes: https://sgclassesonline.com/
- Quorum Trainings: https://bit.ly/4goq3w2
- University of Alaska Fairbanks https://www.uaf.edu/admissions/
- thread https://www.threadalaska.org/thread/early-educators/
  - Offers free training to State of Alaska licensed programs.

RECOMMENDED COURSE, Alaska-focused

- **Strengthening Families** (6 hour course, FREE) https://www.uaa.alaska.edu/academics/college-of-health/departments/school-of-social-work/child-welfare-academy/courses.cshtml
  Strengthening Families™ is a research-informed, strength-based approach to helping families reduce stress, address risk factors, and promote healthy development. The overarching goal is the promotion of child and family well-being. It is based on engaging families, programs and communities in building five protective factors that help families succeed and thrive, even in the face of risk and challenges.

Training & Education, cont.

Virtual Lab School

https://www.virtuallabschool.org/fcc

Free (funded by the USDA), comprehensive, quality training on the subjects below:

- Safe Environments
- Healthy Environments
- Learning Environments
- Physical Development
- Cognitive Development
- Communication & Language Development
- Creative Expression
- Self & Cultural Understanding
- Social & Emotional Development
- Positive Guidance
- Family Engagement
- Program Management
- Professionalism
- Child Abuse: Identification & Reporting
- Child Abuse: Prevention

Health & Safety Checklist

Site Inspection Preparation

PROVIDER

This checklist will ensure your home is prepared to care for children safely. Look around your home with an eye toward safety and check to see if you can meet each of the following requirements. If your home does not meet one of the requirements below, you may wish to correct the issue before your home visit or speak with your caseworker for advice on how to address the issue. If, during the home visit, your caseworker finds that your home is missing items or is in need of repair, you will be provided with a corrective action plan informing you of what is required. You will be given ten (10) days to make improvements and/or obtain the necessary safety equipment.

SITE INSPECTION DATE _____

INSPECTION COMPLETE DATE _____

STA Approving Staff Signature _____

HEALTH & SANITATION

		YES	NO
1.	Water comes from community supply or comes from well water suitable for drinking.		
2.	Hot water temperature is no more than 120 degrees.		
3.	Food prep area is clean and sanitized.		
4.	Food is properly stored.		
5.	If bottles are used, there is a system for sanitizing bottles, nipples, and caps either in the dishwasher or boiling them for 5 minutes.		
6.	Garbage is stored in containers with tightly fitting lids.		
7.	Cleaners & chemicals are kept in their original containers. They are inaccessible to children and are kept in locked areas or out of reach of children. (Note: If any of the above are kept under sinks, the cabinets must have a child lock.)		
8.	The home has sanitary toileting facilities.		
9.	If children are in diapers, there is safe and sanitary equipment and supplies for diapering and toileting and a place to wash hands.		
10.	There is no smoking in the home.		

SAFETY, EQUIPMENT, & FURNITURE

		YES	NO
11.	There is a charged telephone.		
12.	Electrical outlets are capped with child proof covers.		
13.	Electrical cords and power strips are in good condition and out of reach of children / not accessible in the children's play area.		
14.	Baby walkers are NOT used for children in this home.		
15..	Safety gates are kept on all stairways and anywhere else unsafe for children.		
16.	Stoves, heaters, microwaves, pipes, and any other hot surfaces are kept out of reach of children.		
17.	Strings or long cords – long enough to encircle a child's neck – are not accessible to children. (Window blinds, etc.)		
18.	Furniture and equipment for the children are safe, durable, and in good repair.		
19.	There are enough toys, games, and equipment available and are appropriate for the ages of the children in care.		
20.	Children have their own place to sleep with their own nap mat and bedding. Bedding is clean and washed regularly.		
21.	There is adequate space for children's belongings.		

SECURITY & STORAGE

		YES	NO
22.	Firearms are stored unloaded and inaccessible to children, such as in a locked gun cabinet. Ammunition is also stored separately from firearms and inaccessible to children.		
23.	Medicines are kept in their original containers and stored separate from food and either out of reach of children or in a locked container.		
24.	If there are pets in the home, they are well cared for, vaccinated, and pet materials are kept out of reach of children.		
25.	There are no poisonous plants accessible to children.		

VEHICLE SAFETY

		YES	NO
26.	Current registration and insurance.		
27.	Working seat belts in my vehicle.		
28.	Appropriate car seats or booster seats (depending on height and weight of the child) and knowledge of how to properly install them.		

OUTDOOR SAFETY

		YES	NO
29.	Outdoor equipment must be in good repair. To include bikes, toys, and play equipment.		
30.	Outdoor play area is free of brush, grass, high weeds, or standing water.		
31.	Enclosed or fenced outdoor space. Children must be supervised at all times.		
32.	If bikes, scooters, skates, etc. are available to children, helmets and any other safety gear must be used and be in clean, well-fitting, and good condition.		

FIRE SAFETY

		YES	NO
33.	One well-maintained and fully charged 2A: 10BC (5lb) dry chemical fire extinguisher on each level of the home. **EXPIRATION DATE:**		
34.	Smoke detectors with fully charged batteries in each bedroom with at least one smoke detector on each floor.		
35.	Carbon monoxide detectors with full charged batteries – one within each sleeping area or no more than three feet from the entrance to sleeping area on all levels.		
36.	Fire exits are accessible where children play and sleep and are kept free of any clutter or obstructions.		
37.	Flammable liquids (butane, etc.) are stored in appropriate containers and locations.		
38.	No lighters, matches, or fire-starting materials accessible to children.		
39.	Each bedroom has a fully openable window (5.7 sq ft net openable space) for emergency escape to the outside, or an alternative means of escape.		
40.	At least two means of emergency escape out of the home which exit directly to the outside. One exit must be a door. If a window is used for a second exit, it needs to meet the openable space requirement of 5.7 sq ft.		
41.	Exits are free and clear of obstructions.		
42.	Fire drills will be practiced at least once a month with the children in the home. Please use the form in the "Emergency Preparedness" section within this handbook to keep track of your fire drill and emergency practice with the children.		

EMERGENCY PLANNING & FIRST AID

		YES	NO
43.	Emergency meeting location outside of the home has been designated and the children know where to meet. **LOCATION:**		
44.	Emergency contact / parent contact phone list is complete and posted.		

(*Emergency Planning & First Aid* continued next page.)

EMERGENCY PLANNING & FIRST AID, continued			
		YES	NO
45.	Fully-stocked first aid kit, kept in plain view, or in a labeled cupboard, to include: • Disposable gloves (no latex) • Scissors • Tweezers • Bandage tape • Band-Aids • Sterile gauze pads, 4" x 4" • Triangular bandages • Eye wash • Thermometer (no glass) • Cold pack • American Academy of Pediatrics' 3-in-1 First Aid, choking, & CPR chart • Current emergency medication w/ special care instructions for children with special needs There should be a first aid kit in any vehicle used to transport children in your care, and one kept in the home. All must be restocked after use.		
46.	Emergency evacuation backpack, easily accessible and stored near the main entrance. The backpack should contain: • First Aid Kit • Flashlight • Water Purification • Non-perishable food • Compass • Knife • Whistle • Map • Reflective blanket • Moist towelettes, garbage bags, plastic ties • Battery powered radio or charged cell phone • Extra batteries • Copy of current emergency contact list for children in your care • Medications		

Sheet'ká Kwáan
Sitka Tribe of Alaska

Sitka Tribe of Alaska Child Care Assistance Program

Child Care Provider_____

Child's Parent/Guardian_____

Child's Name_____

Child's Birthdate_____Child's Enrollment #_____

Month_____ Year_____

PROVIDER'S TOTAL COST FOR CHILDCARE:	
STATE OR OTHER ASSISTANCE PAYMENT:	
SITKA TRIBE OF ALASKA'S CCDF PAYMENT:	
PARENT(S)/GUARDIAN(S) CO-PAYMENT: To be filled out by STA Caseworker	

MON		TUES		WEDS		THURS		FRI	
In	Out	In	Out	In	Out	In	Out	In	Out
MON		TUES		WEDS		THURS		FRI	
In	Out	In	Out	In	Out	In	Out	In	Out
MON		TUES		WEDS		THURS		FRI	
In	Out	In	Out	In	Out	In	Out	In	Out
MON		TUES		WEDS		THURS		FRI	
In	Out	In	Out	In	Out	In	Out	In	Out
MON		TUES		WEDS		THURS		FRI	
In	Out	In	Out	In	Out	In	Out	In	Out

THE SITKA TRIBE OF ALASKA DOES NOT HOLD ANY CONTRACTS WITH CHILDCARE PROVIDERS. IF FOR ANY REASON PAYMENT CANNOT BE MADE, IT IS THE PARENTS/GUARDIANS RESPONSIBLITIY TO PAY WHAT IS OWED TO THEIR CHILDCARE PROVIDER.

Parent/Guardian Signature_____ Date_____

Child Care Provider Signature_____ Date_____

Daily Rhythm

Tribally Approved Relative & In-Home Child Care Program

Provider:

Ages of Children:

Daily Rhythm

Tribally Approved Relative & In-Home Child Care Program

SAMPLE

Provider: Write your name here

Ages of Children: 3 & 5 years

8 AM	Welcome! Hand washing, diaper/potty check. BREAKFAST
8:30 AM	Learning Centers
9:45 AM	Hand washing & diaper/potty break. SNACK
10 AM	Outdoor / Gross motor play
11:30 AM	Hand washing, diaper/potty check. LUNCH
12:00 PM	Hand washing, & diaper/potty check. Story time / Rest time prep
12:15 PM	Rest time
2:15 PM	Hand wash, diaper/potty check. Reading & SNACK
2:30 PM	Outdoor time / Gross motor play
3:45 PM	Learning Centers / School age children arrive Snack / Homework / Diaper/potty check.

All About Me!

MY NAME: **MY BIRTHDAY:**

PARENT/GUARDIAN contact

Name:

Phone:

Email:

PARENT/GUARDIAN contact

Name:

Phone:

Email:

EMERGENCY contacts

If you can't reach my parents/guardians, you can call:

Name: Name:

Phone: Phone:

ALLOWED TO pick me up

In addition to my parent/guardians & emergency contacts, these people are allowed to pick me up from care:

Name: Name:

Phone: Phone:

MEDICAL information

My Doctor:

Doctor's Phone:

MY CURRENT MEDICATIONS:
List medication & dose.

DO I HAVE allergies?

YES **NO** (If YES, list allergy & describe reaction.)

FEEDING information

Bottles? How often? Solid foods? Favorites?

VEHICLE Safety

☐ I use a car seat. My weight:

☐ I use a booster seat. My height:

My Care Provider: **Date Completed:**

Provider Information & Policies

Tribally Approved Relative & In-Home Child Care Program

This document is to provide you (parents/guardians) with information relating to care provided to your child by a Relative or In-Home Care Provider, approved by the Sitka Tribe of Alaska. This program is limited to providing care for children ages 4 months to 12 years, no more than 4 children between these ages in the home, and no more than 2 infants under the age of 30 months at one time.

Each provider has the opportunity to create their own policies, including setting their own opening and closing hours. Please read your provider's information and policies thoroughly before signing and returning the acknowledgement receipt at the end of this document.

MY CONTACT INFORMATION

ADDRESS _____

PHONE _____

Home Cell

EMAIL _____

PROGRAM INFORMATION

I will be providing care at: ☐ My Home ☐ Child(ren)'s Home

Location of care:

Street City, State, ZIP

My hours of operation are from : AM PM to AM PM

I am providing care for:

CHILD'S NAME	THIS CHILD IS MY (relationship)

☐ **Supplies**

Please provide your child with the items I have checked below and bring to care each day:

- ☐ 2 Changes of clothes for each child (keep at care)
- ☐ Outdoor gear for each child
- ☐ Diapers & wipes (at least 8 diapers)
- ☐ Diaper cream (keep at care)
- ☐ Car Seat or Booster Seat
- ☐ Comfort item or lovey
- ☐ 2 Pacifiers
- ☐
- ☐
- ☐ Bottles, enough clean for a day's use
- ☐ Formula
- ☐ Bottle cleaning supplies
- ☐ Bibs & burp cloths
- ☐ Packed lunch
- ☐ Snacks
- ☐ Pull-Ups (at least 6)
- ☐
- ☐

☐ **Holidays**

My program will be closed and I will not be available to provide childcare on the holidays I have checked below:

- ☐ New Year's Day, Jan 1
- ☐ Memorial Day, DATE:
- ☐ Independence Day, July 5
- ☐ Labor Day, DATE:
- ☐ Thanksgiving, DATE:
- ☐ Christmas, Dec 25
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

☐ **Confidentiality**

Unless I receive your written consent, information regarding your child will not be released except for that required by regulatory and partnering agencies. All records concerning children in my program are confidential.

☐ **Communication & Family Partnership**

- □ I will update you on special moments during your child's day or during a big leap in their learning!
- □ I encourage you to share events and information from home that will better enable me to understand your child and to help strengthen our partnership in the care of your child.

☐ **Inclusion**

- □ I believe that children of all ability levels are entitled to the same opportunities for participation, acceptance and belonging in child care.
- □ I will make every reasonable accommodation to encourage full and active participation of all children in my program based on their individual capabilities and needs.

ATTENDANCE & WITHDRAWAL

Absence

If your child is going to be absent or arrive after (time) _____, please call me at: _____
I will be concerned about your child if I do not hear from you.

Closures

My personal vacation may consist of _____ full weeks a year. You will be notified well in advance of these dates. No tuition payments are due during these two weeks.

Families are responsible for finding back-up care for their children during holidays, provider vacations and planned or unplanned closings.

Closing Due to Extreme Weather

Should severe weather or other conditions (i.e., snow, storms, floods, earthquakes, blizzards, loss of power, loss of water) prevent me from opening on time or at all, notification to the families will texted to your primary phone number.

If it becomes necessary to close early, I will contact you or your emergency contacts as soon as possible. Your child's early pick-up is your responsibility to arrange.

Withdrawals

A written notice, two weeks in advance, is required when a child is being withdrawn. Please submit this notice to both your myself, your provider, and to Sitka Tribe of Alaska, Child Care Services. Failure to notify will result in forfeiture of your two-week deposit.

Termination of Care Policies

I will provide a written notice, at least two weeks in advance, before ending care for your child(ren). This period may be shorter, if we both agree to the date. I will submit also submit this notice to Sitka Tribe of Alaska's Child Care Tuition Assistance staff.

If either provider or parent/guardian have any questions regarding this process or need support, please contact the STA Child Care Tuition Assistance office at (907) 717-3207.

DROP OFF & PICK UP

I open at _____ AM; please do not drop off your child any earlier than this time.

I close at _____PM; please do not pick up your child later than this time.

Authorized & Unauthorized Pick-up

- □ Your child will only be released to you or those persons you have listed as Emergency and Release Contacts.

- □ If you want a person who is not identified as an Emergency and Release Contact to pick-up your child, you must notify me in advance, in writing. Your child will not be released without prior written authorization. The person picking up your child will be required to show a picture ID as verification. Please notify your pick-up person of my policy.

- □ If your child has not been picked up after closing and I have not heard from you, attempts will be made to contact you and the contacts listed as Emergency and Release Contacts. I will stay with your child as long as possible, however if after 4 hours, I have not been able to reach you or any person listed as an Emergency and Release Contact, I will call the local child protective services agency.

Right to Refuse Child Release

I may refuse to release children if I have reasonable cause to suspect that any person picking up a child is under the influence of drugs or alcohol or is physically or emotionally impaired in any way that may endanger your child. To protect your child, I may request that another adult listed as an Emergency and Release Contact pick-up your child, or I may call the police to prevent potential harm to your child.

OUR LEARNING ENVIRONMENT

Typical Daily Rhythm

The Alaska Native values system creates the basis of behavior for healthy relationships, ensuring the most positive outcomes. For instance, the concept of always getting ready honors the continuing changing cycles in nature. Nature's cycles govern the timing and associated activities of living well.

Our days will be full of playtime, activities, nourishing food, and rest. Our daily rhythm will look like:
(Write your daily rhythm here.)

Cultural Activities

[Southeast Alaska] cultures are based on stewardship in the form of guardianship and cultivation of the natural world. The spirituality of this region and the other regions are tied directly to nature, through being in a balanced healthy relationship. Plants, fish, birds, land and water animals were considered relatives who have rights to live well, the same as humans.

Cultural Resources for Alaska Families, p 14*: Traditional Health & Wellness Guide*, *State of Alaska - Dept of Health & Social Services*, June 2018.

- □ I will show respect to and incorporate Alaska Native culture in to our time together.
- □ Here are some ways that I will work to help your child live their cultural values (eg. experiencing nature, community, respect, storytelling, and spending time with elders) :

(Write the ways in which you will incorporate Alaska Native values and culture here.)

Rest Time

- □ Infants sleep according to their own schedule and are put to sleep on their backs.
- □ After lunch, all children less than four years of age participate in quiet rest time.
- □ Children are not required to sleep and may be given quiet activities.

Toilet Training

The most important factor in making the toilet learning experience successful and as low-stress as possible is a home/child care partnership that supports your child. Research indicates that children cannot successfully learn how to use the toilet until they are physically, psychologically, and emotionally ready. Many pediatricians say that most children under 24 months of age are not physically capable of regulating bladder and bowel muscles. Most positive toilet training occurs only after children show signs of physical control or awareness of their bodily functions and when they demonstrate an interest or curiosity in the process.

- □ I am committed to working with you to make sure that toilet training is carried out in a manner that is consistent with your child's physical and emotional abilities and your family's concerns.

MEALS & FEEDINGS

Food Allergies

- □ If your child has a food allergy, you must notify me in writing so that I can make appropriate substitutions. The written notification should list appropriate food substitutions and must be updated at least annually.
- □ Food allergies can be life threatening and each child with a food allergy should have an action plan for emergency care completed by the family physician. A copy should be given to me prior to your child attending my child care program.

Meal Time

- □ I am trained in first-aid for choking and am always present at all meals.

- □ If I will be providing meals, a menu will be posted near the entry door. Meals will be nutritious and balanced.
  Examples of meals served to older children could include:
  Examples of snacks for older children could include:

Infant Feedings

Infant feedings follow these procedures:

- □ Bottle-fed infants are fed while being held or sitting up.
- □ Infants are fed "on cue" to the extent possible (at least every 4 hours and usually not more than hourly).
- □ Expressed breastmilk may be brought from home if frozen or kept cold during transit.
  - Fresh breast milk must be used within 48 hours.
  - Previously frozen, thawed breast milk must be used within 24 hours.
  - Bottles must be clearly labeled with your child's name and the date the milk was expressed.
  - Frozen breast milk must be dated and may be kept in the freezer for up to 3 months.
- □ Formula must be brought in a factory-sealed container in a ready-to-feed strength or powder or concentrate. Formula brought from home must be labeled with your child's name.
- □ Solid foods will only be introduced after a consultation with the child's family.

Toddler Feedings

- □ Children are encouraged to self-feed to the extent that they have the skills.
- □ Children are encouraged, but not forced to eat a variety of foods.
- □ Round, firm foods that pose a choking hazard for children less than 4 years of age are not permitted. These foods include: hot dogs, whole grapes, peanuts, popcorn, thickly spread peanut butter, and hard candy.

BEHAVIOR SUPPORT

General Procedure

- □ Thoughtful direction and planning ahead are used to prevent problems and encourage appropriate behavior.
- □ Communicating consistent, clear rules and involving children in problem solving help children develop their ability to become self-disciplined.
- □ I encourage children to be fair, to be respectful of other people, of property, and to learn to understand the results of their actions.

ADDITIONAL THOUGHTS (Behavioral Support):

Challenging Behavior

- ☐ Children are guided to treat each other and adults with self-control and kindness. When a child becomes physically aggressive, I intervene immediately to protect all of the children.
- ☐ My usual approach to helping children with challenging behaviors is to show them how to solve problems using appropriate interactions.
- ☐ When discipline is necessary, it is clear, consistent and understandable to the child.
- ☐ Physical restraint is not used or permitted for discipline.
- ☐ In the very rare instances when I need to ensure a child's safety or that of others, I may restrain a child by gently holding her or him only for as long as is necessary for control of the situation.

Notification of Behavioral Issues to Families

- ☐ If a child's behavior/circumstance is of concern, communication will begin with your family as the first step to understanding your child's individual needs and challenges. We will work together to evaluate these needs.
- ☐ We may contact Sitka Tribe of Alaska as a partner in supporting your child together.

HEALTH

Allergies

- ☐ Families are expected to notify me regarding children's food and environmental allergies.
- ☐ Families of children with diagnosed allergies are required to provide me a letter detailing your child's symptoms, reactions, treatments and care.

Medications

- ☐ All medications should be handed to me with specific instructions for administration.
- ☐ Medications should never be left in your child's cubby or with your child to administer on their own. I will ensure that the medication is recorded along with the directions and proceed to dispense the medication as directed.
    - ☐ **Prescription medications** require a note signed by the family and a written order from your child's physician. The label on the medication meets this requirement. The medication must include your child's name, dosage, current date, frequency, and the name and phone number of the physician. All medications must be in the original container (you may request pharmacies fill your prescription in two labeled bottles). Please write and sign a note including the dosage and time(s) to be administered for each medication.

    - ☐ **Non-prescription medications** require a note signed by a parent. Non-prescription medication will not be administered for more than a 3-day period unless a written order by the physician is received.
    - ☐ **Non-prescription topical ointments** (e.g., diaper cream) will be used during diaper changes as needed by the child. Please provide a new, unopened container/tube of your preferred non-prescription topical ointments.

SICK POLICY

- □ I understand that it is difficult for a family member to leave or miss work, but to protect other children, you may not bring a sick child to my program.
- □ I have the right to refuse a child who appears ill. You will be called and asked to retrieve your child if your child exhibits any of the following symptoms. This is not an all-inclusive list. I will try to keep your child comfortable but he/she will be excluded from all activities until you arrive.
    - Illness that prevents your child from participating in activities.
    - Illness that results in greater need for care than I can provide.
    - Fever (above 100°F under the arm, above 101°F in the mouth, above 102°F in the ear).
    - Diarrhea – stools with blood or mucus, and/or uncontrolled, unformed stools that cannot be contained in a diaper/underwear or toilet.
    - Vomiting – 2 or more times during the previous 24 hours.
    - Mouth sores caused by drooling.
    - Rash with fever, unless a physician has determined it is not a communicable disease.
    - Pink or red conjunctiva with white or yellow eye discharge, until on antibiotics for 24 hours.
    - Impetigo, until 24 hours after treatment.
    - Strep throat, until 24 hours after treatment.
    - Head lice, until treatment has been completed and all nits are removed.
    - Scabies, until 24 hours after treatment.
    - Chickenpox, until all lesions have dried and crusted.
    - Pertussis (Whooping Cough), until 5 days of antibiotics.
    - Hepatitis A virus, until one week after immune globulin has been administered.
- □ Children who have been ill may return when:
    - They are free of fever, vomiting and diarrhea for 24 hours.
    - They have been treated with an antibiotic for 24 hours.
    - They are able to participate comfortably in all usual activities.
    - They are free of open, oozing skin conditions and drooling (not related to teething) unless:
        - The child's physician signs a note stating that the child's condition is not contagious, and;
        - The involved areas can be covered by a bandage without seepage or drainage through the bandage.
    - If a child had a reportable communicable disease, a physician's note stating that the child is no longer contagious and may return to my care is required.

OTHER NOTES (Sick Policy):

SAFETY

Authorized & Unauthorized Pick-up

- □ Your child will only be released to you or to those persons you have listed as Emergency and Release Contacts.
- □ If you want a person who is not identified as an Emergency and Release Contact to pick-up your child, you must notify me in advance, in writing. Your child will not be released without prior written authorization. The person picking up your child will be required to show a picture ID as verification. Please notify your pick-up person of my policy.
- □ If your child has not been picked up after closing and I have not heard from you, attempts will be made to contact you and the contacts listed as Emergency and Release Contacts. I will stay with your child as long as possible, however if after 4 hours, I have not been able to reach you or any person listed as an Emergency and Release Contact, I will call the local child protective services agency.

Right to Refuse Child Release

- □ I may refuse to release children if I have reasonable cause to suspect that any person picking up a child is under the influence of drugs or alcohol or is physically or emotionally impaired in any way that may endanger your child.
- □ To protect your child, I may request that another adult listed as an Emergency and Release Contact pick-up your child.

Transportation Policy

- □ If I will be transporting your child, you must provide a well-fitting, appropriate car seat in good condition.
- □ The car seat does not need to be left at the child care – only on days during which transportation has been agreed upon.

☐ **Injuries**

- ☐ First aid will be administered by me in the unlikely event that your child sustains a minor injury (e.g., scraped knee).
- ☐ You will receive a report outlining the incident and course of action taken. If the injury produces any type of swelling or needs medical attention, you will be contacted immediately.
- ☐ My program is equipped with a first aid kit meeting the state regulations.
- ☐ In the event of a medical emergency, the priority will be seeking medical care for the child. Parents or emergency contacts will be contacted as soon as possible.

☐ **Biting**

- ☐ Biting is a normal stage of development that is common among infants and toddlers – and sometimes even among preschoolers. It is something that most young children will try at least once.
- ☐ When biting happens, my response will be to care for and help the child who was bitten and to help the biter learn a more appropriate behavior.
- ☐ My focus will not be on punishment for biting, but on effective behaviors that address the specific reason for biting.
- ☐ Notes will be written to the family of the child who was bitten and the biter's family.
- ☐ I will work with the families of both to keep them informed and to develop strategies for change.

☐ **Pets/Animals**

- ☐ I do not have any pets on the premises.
- ☐ I do have pets on the premises. PLEASE LIST PETS:

☐ **Poisonous Plants**

- ☐ There are no poisonous plants in my home.
- ☐ There are poisonous plants in my home, and they are out of reach of children.

☐ **Smoking**

- ☐ The poisons in secondhand smoke are especially harmful to infants and young children's developing bodies, therefore the indoor and outdoor program environment and vehicles used by my program are non-smoking areas at all times.
- ☐ The use of tobacco in any form is prohibited on my program's premises.

☐ **Prohibited Substances**

- ☐ Any adult who appears to be inebriated, intoxicated, or otherwise under the influence is required to leave the premises immediately.

☐ **Dangerous Weapons**

- ☐ A dangerous weapon is a gun, knife, razor, or any other object, which by the manner it is used or intended to be used, is capable of inflicting bodily harm. Families, children or guests (other than law enforcement officers) possessing a dangerous weapon will not be permitted onto the premises.
- ☐ In cases that clearly involve a gun, or any other weapon on my premises, the police will be called and the individual(s) involved will be immediately removed from the premises. This policy applies to visible or concealed weapons.

☐ **Child Custody**

- ☐ Without a court document, both parents/guardians have equal rights to custody.
- ☐ I am legally bound to respect the wishes of the parent/guardian with legal custody based on a certified copy of the most recent court order, active restraining order, or court-ordered visitation schedule.
- ☐ I will not accept the responsibility of deciding which parent/guardian has legal custody where there is no court documentation.

☐ **Suspected Child Abuse / Mandatory Reporter**

- ☐ I am required by law to report all observations of child abuse or neglect cases to the appropriate state authorities if I have reasonable cause to believe or suspect a child is suffering from abuse or neglect or is in danger of abuse or neglect, no matter where the abuse might have occurred.
- ☐ The child protective service agency will determine appropriate action and may conduct an investigation. It then becomes the role of the agency to determine if the report is substantiated and to work with the family to ensure the child's needs are met.
- ☐ My program will cooperate fully with any investigation and will maintain confidentiality concerning any report of child abuse or neglect.

EMERGENCIES

- ☐ Emergency Plans
  - Medical Emergency – Where you will take the child
  - Natural Disaster – Where parents can meet you
- ☐ Emergency Substitute Provider

☐ **Emergency Designee**

- ☐ In the rare case of an emergency situation, I will call my emergency designee to temporarily stay with the children during my absence. You will be contacted to make arrangements to pick up your child for the remainder of the day.
- ☐ In the event that I cannot reach my emergency designee, you or your emergency contact will be asked to make arrangements to pick up your child(ren). My child care program will be closed for the remainder of the day.
- ☐ Should this need arise, you or your emergency contact must pick up the children within one hour of receiving the call.

Emergency Designee, continued

Emergency Desginee NAME _____

PHONE _____

Home Cell

□ If my emergency designee is called upon to care for the children, they will contact you as soon as they are able to let you know. Please make arrangements to pick up your child.

RECEIPT of Provider Policies

Tribally Approved Relative & In-Home Child Care Program

Parent/Guardian, if you agree with the following statements, please initial near each box.

- ☐ have received a copy of my provider's Information & Policies document.
- ☐ All of my questions have been answered.
- ☐ If I have further questions that cannot be addressed by my child care provider, I will contact the Sitka Tribe of Alaska, Child Care Tuition Assistance office at (907) 747-3207.

Child(ren)'s name(s):

Parent or Guardian		
PRINT NAME	SIGNATURE	DATE

Child Care Provider		
PRINT NAME	SIGNATURE	DATE

Child Care Provider – Please retain a copy of this receipt for your records and submit a copy to the STA Child Care Tuition Assistance office along with your application.

Resources for Providers

Tribally Approved Relative & In-Home Child Care Program

Overview of Care Provider Expectations

- **Safe & Healthy Environment**
  - Childproof all areas, secure furniture, and address potential hazards like electrical outlets and sharp edges.
  - Cleaning Supplies: Disinfectants, hand soap, and cleaning materials for regular sanitation.

- **Structured Schedule / Consistent Rhythm**
  - Consistent daily routine with planned times for meals, play, rest time/nap, and outdoor activities.

- **Welcoming Entrance**
  - Space for each child's belongings (outdoor gear, extra clothing, backpack, etc.).
  - Post near your entrance:
    - Emergency plan
    - Emergency phone numbers
    - Evacuation plan

- **Meals & Food Preparation**
  - A space to eat meals with safe and appropriate seating (highchair, booster seat, etc.).
  - A clean space to prepare food and bottles.
  - Easy access to clean up supplies.

- **Play & Learning**
  - Read every day!
    - Provide developmentally appropriate books.
    - Use the public library to support your reading materials.
  - Plan for and engage in appropriate learning activities to support children's development.
  - Provide a variety of safe and stimulating toys to support children's developmental stages.
    - Blocks
    - Imaginative play materials (for example: dress up, kitchen, store, etc.)
    - Arts & Crafts materials (paper, pencils, crayons, watercolors, scissors, magazines, etc.)
  - Time spent outdoors every day!

Activities & Materials to Support Learning & Growing

Essential materials include age-appropriate toys for various developmental stages, chosen to support children's learning, safety, and overall well-being across different developmental areas (cognitive, social, physical, and emotional).

Health and safety are important for a family childcare setting to protect children from potential injuries, prevent the spread of illness, and ensure their overall well-being.

Toys and materials in your home should be developmentally appropriate. Developmentally appropriate means they should match the stages of development and ability of the children in care. A range of toys and materials should be available to accommodate differences in children's skills, interests, and characteristics. The lists below are meant to help you understand a few of the skills that each age group is practicing. Understanding the skills they are working on can help you plan activities and provide materials that will support their development. Please note that many more skills are being practiced at each age than listed here – the lists below are merely a sample of the wide array of skills children are working to master!

Remember that every child is unique and wonderful in their own abilities. Some children will develop these skills from one step to another, some will grow quickly in one area and take more time to develop skills in other areas. This type of development is very typical, however, if you have any concerns, please be sure to speak with the parents/guardians of the child and let them know what you notice.

Developing Skills by Age Group

YOUNG INFANTS

- **Reaching, holding, sucking on & making noises:** Rattles, large rings, squeeze toys, teething toys, soft dolls, textured balls, vinyl, and board books.
- **Listening:** Books with nursery rhymes and poems, recordings of lullabies, and simple songs.
- **Gazing and looking:** Pictures of faces hung so baby can see them, unbreakable mirrors.

OLDER BABIES

- **Pretending:** Baby dolls, puppets, plastic and wood vehicles with wheels, water toys.
- **Building:** Large soft blocks, wooden cubes.
- **Fine motor development:** Dropping, putting *in,* and taking *out*: Plastic bowls, large beads, balls, and nesting toys.
- **Large muscle (gross motor) development:** Large balls, push-and-pull toys, and low, soft things to crawl over.

1-YEAR-OLDS

- **Literacy:** Board books with simple illustrations or photographs of real objects.
- **Listening:** Recordings with songs, rhymes, simple stories and pictures.

- **Creating:** Wide, non-toxic, washable markers, crayons, large paper.
- **Pretending:** toy phones, dolls and doll beds, baby carriages and strollers, dress-up accessories, puppets, stuffed toys, plastic animals, and plastic and wood realistic vehicles.
- **Building:** Cardboard, wooden blocks.

2-YEAR-OLDS

- **Literacy:** Picture books with more details than books for younger children.
- **Problem-Solving:** Wooden puzzles, blocks that snap together, objects to sort (by size, shape, color, and smell), things with hooks buttons, buckles, and snaps.
- **Creating:** Large non-toxic washable crayons and markers, large paintbrushes and fingerpaint, large paper for drawing and painting, colored construction paper, toddler-sized scissors with blunt tips, chalkboard and large chalk, and rhythm instruments.
- **Physical Development:** Ways to use large and small muscles such as large and small balls for kicking and throwing, ride-on equipment, tunnels, low climbers with soft materials underneath, pounding and hammering toys.

3 to 6-YEAR-OLDS

- **Problem-Solving:** Puzzles, blocks that snap together, collections, and other small objects to sort by length, width, height, shape, color, smell, quantity, and other features such as collections of plastic bottle caps, plastic bowls and lids, keys, shells, counting bears, small colored blocks.
- **Building:** Blocks for building complex structures, transportation toys, construction sets, child-sized furniture.
- **Pretending:** Dress up clothes, dolls with accessories, puppets, simple puppet theaters, sand, and water play toys.
- **Creating**: Large and small crayons and markers, large and small paintbrushes and fingerpaint, large and small paper for drawing and painting, colored construction paper, preschooler-sized scissors, chalkboard with large and small chalk, modeling clay and playdough, modeling tools, glue, paper and cloth scraps for collage, and instruments such as rhythm instruments and keyboards, xylophones, maracas, and tambourines.
- **Physical Development:** Ways to use their large and small muscles (gross and fine motor development) such as large and small balls for kicking and throwing, catching, ride on equipment including tricycles, tunnels, taller climbers with soft material underneath, wagons and wheelbarrows, plastic bats and balls, plastic bowling pins, targets and things to throw at them, a workbench with a vise, hammer, nails and saw.

Resources for Play Materials

- Lakeshore Learning (www.lakeshorelearning.com)
  Top-Quality Learning Materials & Teacher Supply Store

- Kaplan Early Learning Company (www.kaplanco.com)
  Teaching Supplies & Child Care Resources for Early Education Classrooms

- Discount School Supply (www.discountschoolsupply.com)
  School Supplies & Discount Teacher Supply Store

- TOYCYCLE (toycycle.co)
  Open-Box And Quality Used Toys For Babies & Toddlers

Sample Materials Lists

Please note, the following materials are not required. These product lists are simply examples of the types of materials that would support a safe and healthy learning environment for young children.

HEALTH AND SAFETY

	Amazon	Price
Fire Extinguisher	Kidde Fire Extinguisher for Home, 1-A:10-B: C, Dry Chemical Extinguisher, mounting bracket included, 2-pack	$37.57
Spray Bottles	JohnBee Empty Spray Bottles, 16oz, 2 pack	$12.99
Bleach	Clorox Concentrated Regular Bleach, 121 oz, 2 pack	$34.99
Flashlight	Lighting EVER LED Small Flashlight, Waterproof	$12.99
Hand Soap	Seventh Generation Liquid Hand Soap Fragrance-Free, Free & Clean, Unscented Hand Soap, 12 fl. oz, 8 pack	$31.92
Paper Towels	Amazon Basics 2-Ply Flex-Sheets Paper Towels, 12 Rolls	$22.86
Broom	O-Cedar One Sweep Broom with Dustpan	$14.97
Mop	O-Cedar EasyWring Microfiber Spin Mop & Bucket	$39.99

FURNITURE AND EQUIPMENT

	Amazon	Price
Highchair	Cosco Simple Fold High Chair, Posey Pop: Baby	$39.98
Booster Seats	Ingenuity SmartClean Toddler Booster Seat for Kitchen Chair	$24.99
Kid-sized Dinnerware: Plates & Silverware	Bamboo Plates & Stainless Steel Silverware Sets – Dishwasher Safe, 4 sets	$17.99
Kid-sized Dinnerware: Bowls	WeeSprout Bamboo Bowls, Dishwasher Safe, 10 oz bowls, 4-pack	$15.98
Diaper Changing Pad	Summer by Ingenuity Contoured Changing Pad	$19.99
Diaper Changing Table and Pad	Dream On Me Emily Changing Table	$95.99
Step Stool	Handy Laundry - Folding Step Stool	$12.99
Crib	Graco Pack and Play Portable Playard	$59.99
Nap Mat	KinderMat, 1.5 Inch Thick, 4-Section Rest Mat	$29.99

CREATIVE LEARNING MATERIALS & ART SUPPLIES

	Amazon	Price
Art Paper (9" x 12")	Colorations Art Paper, 9"x12", for Painting, Watercolor, Markers, Drawing (100 pcs)	$19.98
Construction Paper	Crayola Construction Paper (480 pcs)	$14.82
Crayons	Stockmar Beeswax Stick Crayons in Storage Tin, 8 pcs	$19.27
Watercolors	Crayola Washable Watercolor Paint Set, 8 colors	
Markers	Crayola Ultra Clean Washable Markers (12 ct)	$10.69
Play Doh	Play-Doh Pastel Colors Bulk 12-Pack of 4-Ounce Cans	$13.99
Play Doh Accessories	JOYIN 44 Pieces Play Dough Accessories Set for Kids,	$19.99
Art Supply Kit	Arts & Crafts Materials Set for Kids, 1750 pcs	$21.99
Masking Tape	Colored Masking Tape, 6 pcs	$16.95

INFANT LEARNING MATERIALS

Activity	Amazon	Price	Amazon	Price
Play	Baby Sensory Teething Toys - Baby Teether Montessori Toys	$15.99	Baby Einstein 4-in-1 Kickin' Tunes Music and Language Play Gym and Piano Activity Mat	$39.98
Manipulatives	Sassy Stacks of Circles Stacking Ring STEM Learning Toy	$12.99	Infantino Press & Stay Sensory Blocks, 24 pcs-	$11.87
Games	Toddler Toys Montessori Toys for 1-Year-Old	$24.99	Fisher-Price Baby & Toddler Toy Laugh & Learn Counting and Colors UNO	$16.72
Music	Musical Stuffed Animal Caterpillar Toy for Infants	$19.99	Kids Musical Instruments for Toddlers, Baby Musical Toys for Toddlers	$14.99
Books	Baby Bath Books, Nontoxic Fabric Soft Baby Cloth Books	$19.99	Baby Einstein My First Library Board Book Block 12-Book Set	$15.99

TODDLER LEARNING MATERIALS

Activity	Amazon	Price	Amazon	Price
Pretend Play	Dress-up costumes, 5 different sets	$61.99	Melissa & Doug Restaurant Play Set, 41 pcs	$37.99
Manipulatives	Rainbow Counting Bears with Matching Sorting Cups, 90 pcs	$21.99	Coogam Wooden Sorting & Stacking Puzzle	$14.99
Games	Shark Frenzy, 2-in-1 Bean Bag Toss Game	$34.99	Get Up For Pup! The Active Hungry Puppy Game	$22.95
Music	Sarah's Silks Rainbow Ribbon Dance Wand	$11.95	Xylophone School Bus, Shape Sorter, and Musical Instrument	$14.99
Books	https://www.amazon.com/Little-Green-Bright-Early-Board	$19.96	https://www.amazon.com/Sesame-Street-Manners-Books-Toddlers	$12.99

PRESCHOOL LEARNING MATERIALS

Activity	Amazon	Price	Amazon	Price
Pretend Play	Kids' Camping Set with Tent & Campfire	$32.99	Play Food Set for Kids' Kitchen, incl plates, knives, & cutting boards, 100 pcs	$29.99
Manipulatives	Magnetic Tiles Building Set, 110 pieces	$49.99	Montessori Stacking & Building Blocks, 60 pcs	$32.98
Games	TOMY Pop Up Pirate Game	$12.39	Hasbro Candy Land Board Game	$12.82
Music	Toddler Musical Instruments, 15 pcs	$35.99	Dance Scarves for Music & Dress Up! Sarah's Silks, 3 100% silk playsilks	$46.00
Books	Coogam Wooden Short Vowel Reading Letters Sorting Spelling Games, Site CVC Words	$16.99	Julia Donaldson book set, The Gruffalo & More! 10 books	$56.00

Choosing Books for Infants and Toddlers

Reading is an important skill for future learning. Here are some tips for choosing good books for infants and toddlers.
The following tips sheet is provided courtesy of the National Center for Family Literacy (NCFL).
eclkc.ohs.acf.hhs.gov/parenting/article/tips-parents-choosing-books-infants-toddlers

INFANTS: BIRTH TO 6 MONTHS

- **Content.** Choose books with large pictures or bright and bold illustrations set against a contrasting background. Look for books that have simple pictures, one per page.
- **Language.** Infants will enjoy looking through wordless picture books, or books that have just a single word along with a big picture. But also try books that contain phrases or short sentences. Infants need to hear language. Nursery rhymes and verse books are good for this age, too.
- **Design**. Books for infants should be interesting and appealing to look at. Try stiff cardboard books, books with fold-out pages that create colorful panels, cloth or soft vinyl books, and books with handles.
- **Reading Aloud**. Infants want your full attention, so try reciting rhymes and songs that you remember by heart. Also, try reading to your infant while she has a toy to hold. Reading at bedtime is always a nice way to end the day!

INFANTS: 7 TO 12 MONTHS

- **Content**. Children this age will enjoy books with medium to large photos and bright, bold illustrations. Look for books that have simple drawings of familiar things, actions, and events.
- **Language**. Children begin to key into content and can relate pictures to their world. While they still enjoy picture books, try some books with simple stories that have one line of text per page.
- **Design**. Infants this age like to handle cloth and vinyl books, and cardboard books with stiff, thick pages.
- **Reading Aloud**. As your baby gets older, try this four-part interaction sequence:
    1. Get your baby's attention by pointing out something in a book. ("Look!")
    2. Ask a labeling question. ("What's that?")
    3. Wait for your baby to respond, verbally or non-verbally. If necessary, provide the answer yourself. ("That's a monkey!")
    4. Acknowledge your baby's response. ("Yes" or repeat your baby's word.) If your baby mislabels the picture, correct him in a positive manner. ("Yes, it's brown like a dog, but it's a monkey.")

Keep in mind that you may not get through a whole book in one reading. As your child starts to explore books, support her progress by watching, listening, and acknowledging.

INFANTS: 12 TO 18 MONTHS

- **Content**. For children this age, try books with pictures of familiar characters, like animals, children, TV characters, or adults in familiar roles. Look for books that have action pictures - your baby is starting to be able to enjoy pictures with more details.
- **Language**. This is a great age to try books with songs and repetitive verses. Books that have a simple story line that relates to your child's own experiences will also have appeal. You might also look for theme books that show a series of related pictures and a few words. These books follow a progression of simple activities, but don't try to introduce a plot or complex storyline.
- **Design**. Even though your baby is growing fast, she'll still enjoy playing with books with handles and books with stiff, thick pages. And she'll still like having these books read to her. Books with thinner pages that are plastic-coated are also a good choice for this age.
- **Reading Aloud**. Your infant will probably still enjoy reading with you as he sits on your lap or close to you in a comfortable chair. This helps your baby associate reading with feeling secure. Connecting sounds with the pictures he sees in the books will make reading together even more fun. Make your own sounds, and don't be surprised if your baby joins in! You may also notice your child looking through the book alone and making noises (sometimes called "book babble").

TODDLERS: 19 TO 30 MONTHS

- **Content**. Toddlers will continue to enjoy books with familiar characters, but they also will begin to take interest in pictures filled with information, action, and detail. Try some short stories, cause-and-effect stories, and fictional books that describe a problem or circumstance to overcome.
- **Language**. Try predictable books with repeated text, words that rhyme, and pictures that correspond to the text. Books with songs and repetitive verses are still a good choice for this age.
- **Design**. Toddlers can enjoy books with paper pages—but will still like books with a picture on every page and just a little bit of text.
- **Reading Aloud**. Let your toddler decide if she wants to sit on your lap while you read, or next to you on the couch or floor. Follow her cues. Talk about the characters and events in the story, relating them to your child's own experiences. Pause when you read aloud to let your child fill in a word or phrase. This works great with rhyming and repetitive books.

PRINTABLE RESOURCES FOR CHILD CARE PROVIDERS

Safe Sleep Practices & Reducing Risk

- A Child Care Provider's Guide to Safe Sleep: Helping you reduce the risk of SIDS (AAP PDF), https://idahostars.org/portals/61/Docs/Parents/HealthSafety/SIDSchildcaresafesleep.pdf
- What does a safe sleep environment look like? (NIH / Safe to Sleep PDF), https://www.nichd.nih.gov/sites/default/files/2022-09/NICHD_STS_2022_Handout_English.pdf
- Virtual Lab's Safe Sleep Lesson, https://www.virtuallabschool.org/infant-toddler/safe-environments/lesson-5
- Safe To Sleep: USDHHS/NIH, https://safetosleep.nichd.nih.gov/

Positive Behavior Support

- National Center for Pyramid Innovations
- Conscious Discipline
- Nutrition & Physical Activity
- Virtual Lab School, https://www.virtuallabschool.org/fcc/healthy-environments/lesson-5
- Simple Ways to Get Moving (Head Start PDF), https://ece-publisher.useast01.umbraco.io/media/3idooxww/15_simple_ways_to_get_moving.pdf
- Kid Friendly Veggies & Fruits (USDA PDF), https://ece-publisher.useast01.umbraco.io/media/nxblcwvc/kidfriendlyveggiesandfruits.pdf
- My Plate 10 Tips for Healthy Snacking (USDA PDF), https://ece-publisher.useast01.umbraco.io/media/dmuiy4co/myplate_snack_tips_for_parents.pdf
- "We Can!" Ways to Enhance Children's Activity and Nutrition (NIH website), https://www.nhlbi.nih.gov/health/educational/wecan/

Transportation

- Finding an appropriate fitting car seat, installation tips, https://www.nhtsa.gov/vehicle-safety/car-seats-and-booster-seats
- Excellent car seat guidelines per age: https://www.nhtsa.gov/sites/nhtsa.gov/files/documents/13237-parents_guide_playing_it_safe_tagged.pdf
- Keeping Kids Safe in Vehicles (Head Start PDF), https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/keeping-children-safe-in-vehicles-guide-flipchart.pdf

Medical

- Medication Administration: Virtual Lab School: Administering Healthy Environments: Meeting Individual Health Care Needs (Allergies, Asthma, Medication, etc.)
- Medication Storage: Up, Up, & Away (CDC PDF), https://upandaway.org/en/resource/up-and-away-tip-sheet-2/
- Children with Special Health Care Needs (Diabetes, Seizures, Autism), https://nrckids.org/CFOC/Database/3.5.0.1
- Care Plan For Children w Special Needs (PDF TEMPLATE), https://static.virtuallabschool.org/atmt/healthy/SA.Hea_7.SpecialHealthNeeds_A1.CarePlan.pdf

Emergency Preparedness

Tribally Approved Relative & In-Home Child Care Program

The Emergency Preparedness Guide for Family Child Care is linked below and has been adapted from the Sample Emergency Plan at www.ready.gov, Incident Command System and NACCRRA.org. The pages listed below have been included in this handbook to support your child care program's emergency preparedness planning.

- Emergency Preparedness Guide for Family Child Care
  - Family Child Care Program Emergency Plan (fillable with phone numbers, page 7)
  - Emergency Mitigation Checklist (very helpful, page 8)
  - Emergency Supply Tool Kit (page 15)
  - Parent Emergency Evacuation Information Form (page 19)
  - Child Identification Card (page 20)
  - Sample Log for Practice Drills (page 24)
  - Hazard Specific Checklist for Incident: Earthquake (page 25)
  - Hazard Specific Checklist for Incident: Fire (page 26)
  - Hazard Specific Checklist for Incident: Hazardous Material (page 26)
  - Preparedness & Coping Strategies – Online Resources (page 30)

EMERGENCY NUMBERS

Please print and post in a visible location.

SERVICE / CONTACT	PHONE	NOTES
Sitka Tribe of Alaska	(907) 747-3207	
Emergency Designee		**Name:**
Ambulance	911	
Fire	911	
Police	911	
Sitka Police Dept, non-emergency	(907) 747-3245	
Poison Control	(800) 222-1222	
Sitka Medical Center	(907) 747-1722	URGENT CARE
State Health Department	(907) 269-2020	AK Dept of Health / Public Health
Report child abuse: Child Protective Services (State of AK)	(907) 747-2808 (800) 478-8605	208 Lake St #G, Sitka, AK 99835 ReportChildAbuse@alaska.gov
Sitka Municipal Utility Service	(907) 747-1818	Emergencies, dial 911
Sitka City Water / Wastewater	(907) 966-2256 (907) 966-2538	
PARENT/GUARDIAN	**PHONE**	**CHILDREN**

Family Child Care (FCC) Program Emergency Plan

Adapted from the Sample Emergency Plan at www.ready.gov, Incident Command System and NACCRRA.org

Name of Program: _____ License #: _____

We are located at:

Address: _____

Cross Streets: _____

Phone Number(s) for Family Child Care Program: _____

_____

Email: _____

Organization	Name	Phone	E-Mail
Medical Emergency		911	
Police		911	
Fire		911	
Rescue		911	
Hospital			
Information Line		211	www.211nh.org
Poison Control		1-800-222-1222	
Insurance: Auto			
Insurance: Home/Business			
Out-of-Area Contact			
Evacuation Site Near			
Evacuation Site Far			
Child Care Licensing			
Child Protective Services			
Staff/Neighbor			
Staff/Neighbor			
Families			
Families			

DISCLAIMER STATEMENT: Emergency Preparedness Limitations
It is the policy of the (Provider's Name or Program) that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, (Provider's Name and Program) can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

Mitigation

"Actions taken to reduce the loss of life and damages to property from all hazards."

Keep your business open and safe for the children in your care

- ☐ 1. Are fire extinguishers properly charged, mounted securely, within easy reach, and does staff, volunteers and family members know how to use them properly?
- ☐ 2. Are exits clear from obstructions such as locked doors, storage, or possible obstructions such as large nearby objects (i.e. bookcases, filing cabinets) that could fall and block the exit?
- ☐ 3. Do you need a generator for back-up power (must be installed by a licensed electrician)? Are at least two individuals trained to start and operate the generator?
- ☐ 4. Are appliances, cabinets, and shelves attached to the wall with wire and closed screw-eyes?
- ☐ 5. Are heavy or sharp items stored on shelves with ledge barriers?
- ☐ 6. Are blocks and heavy objects stored on the lowest shelves?
- ☐ 7. Are television sets, pet containers, and similar items restrained so they won't slide off?
- ☐ 8. Are pictures and other wall hangings attached to the wall with wire and closed screw-eyes?
- ☐ 9. Are cribs located away from the tops of stairs and other places where rolling could endanger them or where heavy objects could fall on them?
- ☐ 10. Are blackboards and bulletin boards securely mounted to the wall or hung safely from the ceiling?
- ☐ 11. Are light weight panels, rather than shelving units or other tall furnishings, used to divide rooms?
- ☐ 12. Are large windowpanes made of shatter resistant glass or covered with safety film (i.e. clear contact paper)?
- ☐ 13. Is the street number of the home clearly and legibly visible from the roadway?
- ☐ 14. Do florescent lights have transparent sleeves to keep broken glass pieces from scattering?
- ☐ 15. Do you have lights for an emergency and are your exits clearly marked?
- ☐ 16. Do you have a sign-in and sign-out procedures for everyone entering your building?
- ☐ 17. Does the emergency shut off for the water supply and electric service supply have a sign placed by the control identifying it as the primary disconnecting/shut off means?
- ☐ 18. Do you know where the emergency shut offs are, how to operate them, and have the tools needed accessible?
- ☐ 19. Are the building's safe place (area of refuge), shelter-in-place locations and evacuation assembly areas marked on your posted floor plan?
- ☐ 20. Have you considered setting aside savings or having contingency funds in case of a disaster? This would help re-open your business quickly for the community and your family?

Emergency Supply Tool Kit

	Short Term Emergency	72-Hour Emergency
8 Basic Supplies	***Evacuation Backpack***	***Sturdy, waterproof, covered container with a cover***
Important Papers	□ Emergency information on each child in a small notebook or on child identification cards □ Emergency plans and number □ Medical Releases □ Relocation site agreements and Maps	□ Emergency Transportation Permission
Water	□One gallon of water for every four children/staff	□½ gallon of water per child and 1 gallon per adult
Food	□ Non-perishable food items such as granola bars and crackers □ Formula for infants □ Disposable cups	□ Non-perishable food items such as canned fruit and meat □ Appropriate eating utensils □ Special food for infants □ Non-electric can opener
Clothing& Bedding	□ Aluminum safety blankets □ Pair of work gloves	□ Change of clothes per person, especially socks □ Extra bedding/blankets
First Aid	□ Small First Aid kit □ Any needed medications	□ Large First Aid kit □ Any needed medications
Sanitation	□ Diapers and wipes □ Toilet paper □ Hand sanitizer	□ Additional diapers and wipes □ Additional toilet paper and emergency toilet facilities, if possible □ Hand soap □ Paper towels □ Plastic bags (varied sizes) □ Feminine supplies
Comfort and Safety	□ At least one age appropriate play activity □ Flashlight with batteries □ Pencils □ Blank paper or notebook	□ Several age appropriate play activities to rotate □ Extra keys □ Matches and candles □ Duct tape and plastic sheeting (for sheltering-in-place) □ Utility knife
Communication	□ Weather radio and extra batteries □ Charged cell phone or calling card	□ Walkie-talkie □ Cell phone □ Signal/flare

□ Decide which supplies are a priority. Request donation from families and community. Date your supplies and keep an inventory.

□ Yearly or every six months: Rotate your food, water, and medical supplies in your daily operations before expiration date. Update important papers; check sizes of clothing and age appropriateness of activity.

Parent Emergency Evacuation Information Form

Name of Program

Program Street Address City State Zip Code

Emergency Contact at Program

Phone Number(s) of Emergency Contact

Cell Phone Number of Emergency Contact (only use during emergencies, otherwise it is turned off)

In the event the facility must be evacuated of a confined emergency, the staff and children will leave the building and gather in the immediate area at _____

In the event the facility must be evacuated because of an emergency in the immediate are the children and staff will be transported by _____to _____.

Assembly Area Contact Person

Assembly Area Street Address City State Zip Code

Assembly Area Phone Number

If necessary, children will be transported to this health care facility

Health Care Facility Contact Person

Health Care Facility Street Address City State Zip Code

Health Care Facility Phone Number

Parent's Signature for permission to treat medically Date

Child/Children Name(s)

Appendix G

Child Identification Card

(To be placed out-of-sight on each child, such as clipped on the inside of the child's shirt or folder and placed in ankle part of child's sock, during an evacuation. Ensure this form is filed in Tool Kit or Evacuation Backpack)

Cut Here

Child's Name

Parent/Guardian Name #1

Parent/Guardian Name #2

Street Address City State Zip Code

Home Phone Number

Parent/Guardian Name #1 Day Phone Number

Parent/Guardian Name #2 Day Phone Number

Neighbor/Friend and Phone

Contact Outside of area and Phone

Family Child Care Program Name

Family Child Care Program Phone

Appendix K

Sample Log for Practice Drills

Record of Disaster Drills

Facility/Program Location: _____ Year: _____

Signature: _____

Fire Drills	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Date Held												
Time												
Time Needed to Vacate Building												
Alarm Signal Used												
Fire Drill observation scheduled/file												

Other Drills (Rotate, drop/lockdown, etc.)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Date Held												
Time												
Type of drill (*See response actions below*)												
Alarm signal used												
Drill observation scheduled/comments												

Hazard Specific Checklist for Incident

EARTHQUAKE

Incident Commander Guidance

The following are some the primary concerns after an earthquake:

- Injuries and Deaths
- Aftershocks, which can cause further damage and injuries.
- Structural Damage
- Non-structural Damage, (broken windows, fallen ceilings, etc.)
- Gas Leaks
- Fire and Hazardous Material Spills
- Loss of Utilities (water, electric, etc)
- Loss of Communications (Telephone and Radio)
- Damage to Off-site Evacuation Areas
- Lack of Support from Emergency Response Organizations

☐	1.	Call 911 (only if necessary)
☐	2.	Activate your Emergency Response Plan. If damage is obviously severe you may choose to evacuate immediately.
☐	3.	Take action or receive reports on damage and injuries.
☐	4.	Move children and staff to safe areas of building or evacuate. Be aware that it may be unsafe to evacuate because of damage outside home or weather.
☐	5.	You may be on your own for a long period of time. Emergency Responders may be delayed or handicapped by damage to their facilities or the infrastructure.
☐	6.	Prepare for long term care of children and staff. Use Logistics Team, know what supplies will be needed.
☐	7.	Release children to parents that arrive. Some parents may help with child care.
☐	8.	Plan for recovery after damage has passed and incident is over.

Hazard Specific Checklist for Incident

FIRE

Incident Commander Guidance

☐	1.	EVACUATE building.
☐	2.	Call 911 to confirm Fire Department has been notified.
☐	3.	Activate Emergency Response Plan for first responders if necessary.
☐	4.	Assess weather conditions outside and observe wind direction; move children and staff upwind of any smoke.
☐	5.	Account for children, staff and visitors.
☐	6.	Assess weather conditions. Consider moving to an Offsite Evacuation Center if necessary.
☐	7.	Activate Child Care Release procedures and use appropriate form to release children with parents.
☐	8.	Are you ready to speak to the public media? Prepare press releases (coordinate with First Responders) Prepare letter to parents (if applicable) Coordinate with Licensing as necessary.

HAZARDOUS MATERIAL EXTERNAL

In most cases you will receive warning of a Hazardous Material Event
from your local Emergency Officials if not call 911.

☐	1.	Activate Emergency Response Plan for first responders if necessary.
☐	2.	Initiate Shelter-In-Place protocols (If evacuation is not immediate)
☐	3.	Prepare for Off-Site Evacuation
☐	4.	Family Child Care Provider should monitor home at regular intervals
☐	5.	Stay in communications with local Emergency Officials or monitor local media
☐	6.	Family Child Care Provider is responsible for: Medical needs Accountability and care for children Reuniting children with families (Child Care Reunification/Release)
☐	7.	When given the all clear open windows to air out facility and evacuate if it is safe to do so.

Appendix M

Preparedness & Coping Strategies On-Line Resources

Publications:

"Disaster Preparedness for Families of Children with Special Needs" Florida Institute for Family Involvement: www.fifionline.org

"Emergency Management Guide for Business and Industry Are You Ready? An in-depth Guide to Citizen Preparedness" (IS-22) Federal Emergency Management Agency; www.fema.gov

"Evacuation and Sheltering, and Post-disaster Safety" Talking about Disaster: Guide for Standard Messages National Disaster Education Coalition, Washington, D.C.; www.disastereducation.org

Disaster Relief and Trauma Resources; Zero to Three http://www.zerotothree.org/

"Nurturing Children after Natural Disasters: A Booklet for Child Care Providers" National Association of Child Care Resource and Referral Agencies; www.naccrra.org

"Reassuring Your Child after the Storm" Florida State University for Prevention and Early Intervention Policy, 2004 http://www.cpeip.fsu.edu/project.cfm?projectID=26

"When Disaster Strikes: Helping Young Children Cope" and other disaster coping resources; National Association for the Education of Young Children;
http://naeychq.naeyc.org/texis.search/?query=disaster&btnG=Search&pr=naeyc

"Disaster Planning Self-Assessment Guide for Child Care Centers and Family Child Care Homes" California Department of Social Services Community Care Licensing Division; http://ccl.dss.cahwnet.gov/PG496.htm

Information on disaster relief, tornadoes, homeland security and anything disaster related; www.readygov.com and www.yikes.com

Websites:

Training Website for Incident Command System: www.training.fema.gov IS100SCA An Introduction to Incident Command System for Schools

American Red Cross: www.redcross.org

Child Care Aware: www.childcareaware.org

Federal Alliance for Safe Homes: www.flash.org

National Mental Health Information Center: www.mentalhealth.samhsa.gov

The National Child Traumatic Stress Network: http://www.nctsnet.org/nccts/nav.do?pid=typ nd

U.S. Department of Health & Human Services; Administration for Children & Families;
National Child Care Information Center: http://nccic.acf.hhs.gov/poptopics/disasters.html