

# Connector



PSESD Early Learning Monthly Newsletter

December 2020 – January 2021

**As you walk through this extraordinary time of change,  
be sure to take good care of you!**



We encourage you to watch these short videos on building protective factors and resilience from Nefertiti Poyner and the Devereaux Foundation

[The Importance of Self-Compassion](#)

[The Power is in Your Hands \(Being Flexible\)](#)

[Using Humor to Build Resilience](#)

[The Importance of Morning Rituals](#)

[The Importance of Nurturing Social Connections](#)

[Turning Ordinary into Extraordinary](#)

[Give Yourself a Time Out](#)

[Using Music to Practice Self-Control](#)

PSESD Early Learning  
**Connector**

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The Early Learning Connector e-newsletter is produced monthly throughout the school year, providing information for the PSESD Early Learning Program.



**Deliverables/To-Do Lists**

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# What's New in General

## New Staff Support Sessions Ready for Registration

### Cheryl Habgood, Systems Manager | Professional Learning

- New staff members should check the [Training & Meeting Calendar](#) for the upcoming January and February dates for New Staff Support virtual sessions.
  - This required training will support and enhance what has been learned through the online trainings.
  - This is a two-part, monthly training that happens January through March, with both Wednesday and Friday options.
- Contact [Cheryl Habgood](#) with any questions.

## Using Interpreters in Virtual Spaces

### JoAnna Williams-Diggs, Senior Coordinator | Multilingual Services

We would like to thank everyone for supporting our Interpreter Program and remind you to use the updated Interpreter Directory attached with your Connector email. When scheduling an interpreter, consider the format and technical needs you may need for virtual spaces. This is the staff's responsibility – the technical assistance part of virtual learning is beyond the scope of our interpreters' expertise.

## New Language Link

### JoAnna Williams-Diggs, Senior Coordinator | Multilingual Services

What do you do if you need an interpreter for a language not represented on the Interpreter Directory? **We have contracted with Language Link to provide over-the-phone verbal interpreter services.** The number to call is listed at the end of the Interpreter Directory. If you have any questions, please contact [JoAnna Williams-Diggs](#) for assistance. Also, please remember to review the [September Connector \(page 9\)](#) for information about Interpreter timesheet documentation.

## Bilingual Instructional Assistant Update

### JoAnna Williams-Diggs, Senior Coordinator | Multilingual Services

Due to COVID-19, there is a shortage of available Bilingual Instructional Assistants (BIAs). However, if you have a child in your class in need of language supports, you can still complete a [Bilingual Instructional Assistant \(BIA\) Request](#) form (found in [Forms Library](#) and [Multilingual Services](#)). If a Bilingual Instructional Assistant is available, we will place them. If not, please reach out to your Dual Language Learners (DLL) Coach for additional classroom language supports.

## Virtual Dual Language Learner Trainings Now Available!

### Michelle Williams-Nelson, Dual Language Learners Coach

Would you like more training around supporting your Dual Language Learners (DLLs) and their families? Well, we've got good news for you! The Dual Language Learners Coaches have a virtual training ready to go. Supporting Dual Language Learners in the classroom is a course that helps staff with the following:

- Understand basic language development and second language acquisition
- Explore strategies to support DLLs
- Apply knowledge of DLL strategies to enhance Creative Curriculum studies to support DLLs' language needs

Reach out to your Dual Language Learner Coach for more information, with any questions, or to schedule a training.

## Policy & Legislative Updates

### The 2021 Washington State Legislative Session

Lori Pittman, PSESD Early Learning Policy and Advocacy Advisor

**Elections Results – Washington State Elections Leave Balance of Power in Olympia Unchanged:** As a fully mail-in ballot state, it is not uncommon to see initial election night results shift as ballots are received and counted. On election night, it appeared that House Democrats would gain some seats and Senate Democrats might as well. While there were some swaps where incumbents were unseated by members of the other party, ultimately the overall party breakdown remained the same: House Democrats maintaining a 57-41 majority and Senate Democrats maintaining a 28-21 majority. (There is one Democrat who consistently votes with Republicans, so the effective Senate breakdown is 27-22.)

**Lots of New Faces “Headed” to Olympia:** Our legislature is becoming more diverse and younger. We look forward to working with all new legislators in each of the four caucuses. Speaker Jinkins’ background represents public health and early learning. Come January, there will be 21 new legislators. We will see five new Senators – one new Democratic Senator and four new Republican Senators. There will be 16 new House members – 9 new Democrats and 7 new Republicans.

#### What’s Up Before the End of the Year

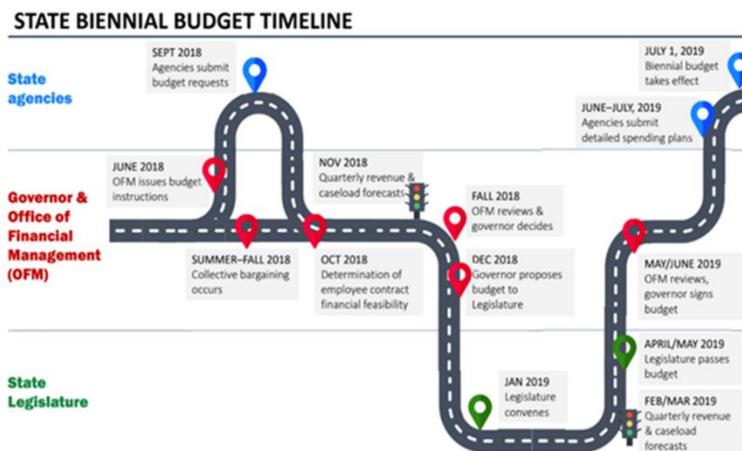
- **Uncertainty Continues to Be the Theme for 2020:** With Governor Inslee’s November 15 announcement of a four-week modified shutdown to combat the accelerating COVID crisis, the tone and tenor is reminiscent to the early days of the pandemic. In addition to the pressing questions around hospital capacity and sufficient public health infrastructure, there is heightened discussion around the budget impacts of the pandemic (particularly with restaurants and retail largely shuttered during the holidays); if, when, and how the federal government will provide relief; and how should the state provide counsel for in-person services. Further, as expected, rumors abound as to whether Governor Inslee will join the incoming Biden Administration to advance climate change. If he makes that move, that will set off dominoes, including our newly elected Lt. Governor temporarily assuming the Governor’s seat until an election could be held.
- **Updated Revenue Numbers Released:** On November 18, the State’s Economist, Dr. Lerch, provided the Washington State Economic and Revenue Forecast Council with an updated revenue forecast. The forecast came with the following caveats:
  - The forecast is on the conservative side as it assumes there will **not** be another federal stimulus, resulting in projected lower personal income in the fourth quarter of 2020 and first quarter of 2021.
  - The forecast does not reflect projected implications of the restrictions the Governor instituted on November 16 (which could be substantial).
  - The forecast came with a general statement about continued uncertainty due to COVID and its related economic impacts.

The potentially momentary good news is that our projected budget gap for the remainder of this biennium and the upcoming 2021-23 biennium continues to decrease. The three-year budget gap fell from a projected \$4.2 billion in September to **\$3.238 billion**. The shortfall for 2019-2021 (biennium we are in now) fell from \$2.3 billion to **\$1.666 billion** and the gap for 2021-23 (starts July 1, 2021) fell from \$1.9 billion to **\$1.572 billion**.

This information will inform the Governor’s budget work that is underway, and the next formal revenue forecast will occur in March – right before the Legislature is scheduled to finalize its budget.

## Policy & Legislative Updates, continued

- **Legislative Committee Days:** The Senate and the House have gathered the week of November 30 for virtual Committee days. Committee days typically have a “first day of school feel” with legislators, lobbyists, and staff gathering for a few short days under the auspices of preparing for the next legislative session. There are a lot of hearings and work sessions throughout the week, but on November 30, we tuned in to [TVW.org](http://TVW.org) to watch the Senate Ways and Means Committee and the House Appropriations Committee at 3:30. Those hearings provided a deeper dive on fiscal matters that will influence the budget. There were also two policy committee hearings focused on early learning, childcare, and COVID – the House Human Services and Early Learning Committee held a work session on the issue on Tuesday, December 1 at 1:30 p.m. and the Senate Early Learning Committee on Friday, December 4 at 2:00 p.m. PSESD staff presented and many parents testified. You can always catch-up on missed hearings by looking at the archive button on [TVW.org](http://TVW.org). Take a few minutes and watch!
- **Governor’s Proposed Budget Expected Mid-December:** The visual below was developed by the Governor’s budget staff, the Office of Financial Management (OFM), to depict the budget process. As you can see, budget preparation is a year-long affair.



In September, state agencies submitted their recommendations for inclusion in the Governor’s proposed budget for the 2021-23 biennium (which runs from July 1, 2021 to June 30, 2023). These are called decision packages. Given our state’s fiscal situation, OFM issued a strict directive to **not** request new funding and to instead suggest areas where savings could be achieved.

Since the submission of decision packages, the staff at OFM has been reviewing the proposals and been meeting with the Governor and his staff to identify priorities and get direction. The revenue forecast released on Wednesday, November 18, provides additional guidance about the state’s fiscal outlook. That information informs what the Governor will propose.

Typically, the Governor releases his proposed budget in mid-December. We will get hints as the time gets closer. We can expect the Governor’s budget to be “aspirational.” He will likely propose new revenue (such as a carbon tax) and propose investments predicated upon passage of this new revenue.

The Governor’s budget is an important step, but not the end of the process. Once the Governor’s budget is released, attention turns to the legislature as they prepare their response.

## Policy & Legislative Updates, continued

**What Do We Know About the 2021 Legislative Session?** The 105-day 2021 Legislative Session is scheduled to begin on Jan. 11, 2021. Nearly all legislative activity will be conducted virtually. Both bodies have announced that committee hearings will be virtual, and, at this time, the Senate does plan to hold rolling, in-person floor sessions, with Senators being able to vote remotely if they prefer (this is being re-evaluated at the time of this article). Limited staff will be in person for support and the entire Capitol campus will be closed to the public and lobbyists. Legislators have advised managing expectations and the virtual nature will mean fewer committee hearings. Additionally, legislators have been directed to limit the number of bills they introduce.

**Advocacy Efforts:** As we get a better feel for all the moving parts around the pandemic, economic forecast, and the legislative session, we will be focusing on our advocacy plan. Please stay tuned for further information.

## Subcontractor/Direct Service Highlights

### Edwin Pratt Recognized and Studied as Model for Inclusionary Preschool Practices Hillary Clark, Director of Early Learning | Shoreline Public Schools

Edwin Pratt Early Learning Center was one of four preschools chosen statewide by the Office of Superintendent of Public Instruction (OSPI) and the Haring Center for Inclusive Education for using innovative and effective inclusion models.

Below is the announcement from Shoreline Public Schools:

Shoreline Public Schools' Edwin Pratt Early Learning Center is being recognized and studied as a model for inclusionary preschool practices by Office of Superintendent of Public Instruction (OSPI) and the Haring Center for Inclusive Education at the University of Washington.

This fall, [OSPI and the Haring Center expanded their K-12 Inclusionary Practice Project \(IPP\) to include preschools](#) and selected four early learning programs across the state to serve as demonstration sites for using innovative and effective inclusion models in their preschool programs. The Edwin Pratt Early Learning Center was one of the four sites selected.

The Edwin Pratt Early Learning Center is home to three early learning programs that serve a variety of needs. This includes a tuition-based preschool, a Head Start program serving low-income students and an Early Childhood Education program serving students with special needs. Students in all three programs are blended in classrooms throughout the building, explained Director of Early Learning Hillary Clark.

"In Washington, less than 50 percent of students with disabilities are participating in early childhood classes separate from their peers," said Clark. "In our school 100 percent of students with disabilities are included in early childhood classes with their peers... students develop and grow together in inclusive classrooms, learning about and embracing individual differences."

Clark credits her staff for their work in building the capacity to one of only four preschool sites in the state to be selected as a demonstration site. "This selection celebrates and honors their incredible hard work, dedication and love for every student and family we serve," said Clark.

As an IPP demonstration site, staff and administrators in the early learning programs will receive additional coaching and mentoring on inclusive teaching practices to increase their capacity to meet the needs of all students, regardless of ability or background.

## Subcontractor/Direct Service Highlights, continued

### Virtual Story Time with Seola Gardens

**Magaly Ortiz De Castilla, Family Support Specialist | Heritage Head Start, Seola Gardens & Eli Creekmore**

Who knew that one day the virtual world would be an alternative to engage families? In a recent survey, we asked families what medium of engagement they currently use and what have worked in their own family when connecting with other family members. Families shared how in their own culture family and community meetings were done in their home country and in the current situation.

Remote Family Event at Heritage Seola Gardens: The topic chosen by families was **“Story Time”**



All children received a little bag with a cup of hot cocoa powder and mini marshmallows ahead of time, so they can simulate a real story time in a classroom on a rainy day.

Zoom Story Time was an unexpected success. Staff and participants read from favorite books in different languages, while some chose oral history telling.

Ms. Maritza, one of the Dual Language teachers, included two dancing songs and all the children danced at home.

Families were invited to share their own stories or songs, and Aidan and his mom ended the event by reading their favorite Lightning McQueen story together for the group.

Thanks, all creative minds!

## Staff Highlights

### What Did I Do?

#### Janice Heck, Early Learning Nurse Consultant

Did you hear? Did you hear what I did? Oh, my goodness, I retired. Yes, I did – you can believe it. November 30 was my last day. I was with the ESD for 23 years and it was time. In those 23 years I met so many great people: ESD staff, center staff, and of course, the children and their families. What an honor to have met so many fantastic and caring people. I have seen lots of changes and lots of new staff in those 23 years, but one thing that has never changed is that we are all there to serve the children and families of our program. ESD staff are there to support center staff (family support, teachers, assistant teachers, paras, substitutes and cooks) and give assistance so families get the best services.

I hope in some way I have helped you in your work – whether it was at a training, a meeting, phone call or site visit. I will confess to you that often in trainings or meetings you have helped me a lot. I have learned new things, new ways to do things and things to share with others on the importance of your work. Here are just a few things I have taken from you to help other staff in their work:

- A Family Advocate (FA) had a hard time getting mom to take child in for immunizations. The FA asked what the barrier was. Mom said she was afraid of shots and did not want to go alone. The FA said she would meet her. Mom asked a friend to go with her. She did not know she could do that.
- Another FA was having a hard time getting a well-child exam (WCE). Mom questioned the FA about the child's height and weight. The FA told her that would be a good question to ask the doctor at their WCE. The parent found out the child had the bone structure of a 7-year-old.
- The last and most recent was during medication training, trying to get staff to slow down when using an EpiPen and counting to 3. Staff said she was told to say, "There's no place like home," three times.

I will miss all of you. Please keep building your bounce, recognize the great work you do, keep asking your Coach questions, and listen to the children and parents. I have really learned a lot from them. Just by asking a parent a question, you can learn not only about their child, but about them, their culture, history, the languages they speak, why their child might not have a WCE yet, and maybe get a new recipe to try. One of the most important things is **enjoy!** The other is to **be kind**. It does not cost you a thing to be kind and build others up.

Thanks for all the memories I am taking with me, and the friends I have made. I hope our paths cross again soon. I will never forget you and my time here.

Until we meet again... Goodbye, Adiós, Tạm biệt, さようなら (Sayonara), 再见 (zài jiàn), ลาก่อน (Lā kǎn), Nabadeey. Be kind and forgive me if I made a mistake. I tried. That is all we can ask of anyone.

Farewell, Janice! Thank You!

# Center Directors



Review [deliverables](#) to ensure that you complete all requirements. Make sure to also review [Health Nutrition & Safety deliverables](#).

Also review the [COVID-19 Guidance](#) that provides all the up-to-date information needed for the 2020-21 program year. This document will be continuously updated as information changes.

## Review the E-Alerts for November 2020

**11.24** **Topic:** Reminder – HS/EHS & ECEAP Monthly Due Dates

**11.16** **Topic:** Update on 412 Competitive Grant Application

**11.12** **Topic:** Reminder – DCYF Bi-Monthly Smartsheet Due 11-15-20

**11.05** **Topic:** Important Change – Head Start Contracts  
(HS 412 subcontractors only; not PSESD Direct Service or HS 715)

**11.03** **Topic:** Addressing Uncertainty

## Center Director Meetings

Check the [Center Director page](#) monthly for Zoom links, recorded updates, and recorded meetings.

## HS & EHS Only: Important Changes in Non-Federal Share

### Wendy Wekullo, Grants Accounting and Compliance Manager

Due to the pandemic, the Office of Head Start waived any new non-federal share for continuing grants for Fiscal Year (FY) 20-21. You may notice in your new HS and EHS-CCP contracts and amendments that there are no additional in-kind amounts beyond your original contribution.

For your organization’s audit purposes, please refer to [ACF-IM-HS-20-03, Section 4](#) as justification. Section 4 will refer to “[previously published guidance](#)” on waivers which takes you to the information directly below:

Q7. What waivers and flexibilities is Head Start providing during this time?

A7. The guidance from [ACF-HS-IM-19-01 General Disaster Recovery Flexibilities](#) applies to programs impacted by [COVID-19](#). While we often think of disasters as natural events such as hurricanes and earthquakes, health emergencies such as the [COVID-19](#) outbreak can also form the basis of a disaster declaration. In addition, the following waivers are available as provided in the Head Start Act:

1. Programs may request a waiver of all or part of their 20% non-federal share based on emergency or disaster because other organizations may not be able to provide the usual contributions to Head Start grantees during this time.

## Fiscal Meetings in Early 2021

### Talena Dixon, Director | ECEAP & Program Operations

As we move through this program year, we acknowledge that there are varying fiscal considerations and anomalies happening in ECEAP and HS412. These were outlined in the communications that went out with ECEAP contracts and HS412 amendments. In early 2021, we will be scheduling meetings with Center Directors and we ask that you invite the applicable fiscal staff from your organization. If you have questions or concerns in the meantime, please contact [Talena Dixon](#).

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## ECEAP Only: Emergency One-Time Funds & Temporary Classroom Assistants (TCA)

**Talena Dixon, Director | ECEAP & Program Operations**

Due to our program-wide fiscal deficit, we will only be able to consider emergency requests for funds. We have not specifically defined “emergency” because we realize that this may be different for each program. We ask that you continue to use the standard [One-Time Funds Request](#) form and [Temporary Classroom Assistant process](#) (read more directly below). We will consider your requests and respond back as quickly as possible.

## ECEAP Only: Complex Needs Funds

**Nelly Mbajah, Director | Program Services**

Last session, the legislature approved \$2.2 million to be used across the state to support ECEAP children with complex needs. We have applied for funds through DCYF. Our application includes funds for Temporary Classroom Assistants (TCAs), mental health supports, professional learning, adaptive equipment, etc. We recognize the need to fund TCA requests and will notify you as soon as we receive our award.

## Staff Information Forms (SIFs) and Hiring Documents

**Venissia Buyco, Senior Coordinator | Management Systems**

Staffing Changes? Please take a moment to fill out the appropriate online [Staff Information Form](#). For more information, refer to the slides regarding SIFs in the [November Center Director Updates PowerPoint](#).

**New!** We’ve created a [Document Uploads Only](#) online form! Due to Personally Identifiable Information (PII), we are transitioning from email submissions of hiring documents (background checks, transcripts, TB tests, etc.) to using this form. Use this form to upload required documents for new hires, staff who have changed positions, and for existing staff who have missing or expired documentation (monitoring). We are working to refine our procedures regarding hiring documents; until those are finalized, you may continue to email documents to [Venissia Buyco and/or Cheryl Habgood](#) or use the new form!

**Questions about Staff Qualifications and MERIT/PBCs:**

[Cheryl Habgood](#)

**Questions about Hiring Documents:**

[Venissia Buyco](#)

## First Five Online Trainings Available in Spanish

**Cheryl Habgood, Systems Manager | Professional Learning**

Spanish language scripts are now available for each of the First Five online trainings (Active Supervision, Child Guidance and Support, Mandatory Reporting, Standards of Conduct, Universal Precautions). Staff members needing this support can use the script as a supplement to the training video.

Please contact [Cheryl Habgood](#) directly to receive a copy of each script. Staff will still need to complete the quiz in English.

## Monitoring Update

**Natalia Juarez, Program Manager**

The [2020-21 Monitoring Schedule and Protocols](#) has been published on EarlyLearningWA ([Early Learning Program Manual: Documentation and Monitoring](#)). As other monitoring tasks get finalized, they will be added to the document and shared out. Please reach out to [Natalia Juarez](#) with any questions.

## Early Achievers (EA) Update

### Cheryl Habgood, Systems Manager | Professional Learning

The Department of Children, Youth, and Families (DCYF) is continuing the work of “re-imagining” the Early Achievers Quality Rating and Improvement System for the state of WA. The proposed timeline includes:

- **Nov. 2020:** Round 1 Stakeholders Webinars to share the proposed enhancements to EA. The feedback portal becomes available on the Early Achievers Revisions Webpage.
- **Dec. 2020:** Review feedback and refine proposal.
- **Jan. 2021:** Round 2 Stakeholders Webinars to share how participant feedback from the first round of feedback shaped the proposal changes. The feedback portal open for Round 2 input.
- **Feb. 2021:** Refine proposed changes based on Round 2 feedback. Partner preview is implemented, where Coaches, Quality Recognition Specialists and other key staff have a preview period prior to public release of the implementation plan.
- **Mar. 2021:** Begin training on updated model and pilot virtual collection process.

We have been told that whatever data collection ends up looking like, it will begin again on 7/21/2021. We will keep you informed as we learn more about the new system. If you have questions, please reach out to [Cheryl Habgood](#).

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# Education



Review [deliverables](#) to ensure that you complete all requirements. Make sure to also review [Health Nutrition & Safety deliverables](#).

Also review the [COVID-19 Guidance](#) that provides all the up-to-date information needed for the 2020-21 program year. This document will be continuously updated as information changes.

## Two Mobile Apps with Great Resources to Support Children

### Michelle Williams-Nelson, Dual Language Learners Coach

[Ready DLL](#) and [ELOF2GO](#) are two exciting and user-friendly apps that support teachers in building rich language experiences for children. The [Ready DLL](#) app offers access to resources and strategies for supporting children who are dual language learners (DLLs). Teachers and caregivers can also learn key words and phrases in four languages. [ELOF2GO](#) is a mobile resource for teachers who want to access and learn more about the Head Start Early Learning Outcomes Framework (ELOF). It's your on-the-go guide to children's development and learning.

## Great Job on Home Language Surveys

### Michelle Williams-Nelson, Dual Language Learners Coach

A great big **Thank You** to all the staff who made sure Home Language Surveys (HLS) in MyTeachingStrategies GOLD were completed. Also, a reminder as new children are enrolled throughout the year: the Home Language Survey should be completed for every child within the first two weeks of enrollment and no answers should be marked as “N/A”. Reach out to your Dual Language Learner Coach with any questions.

## Update: Disabilities Consultants Site Assignments

### Dani Hoffman & Tamara Griffith, Disabilities Consultants

As of mid-September, the site assignments for Disabilities Consultants have shifted. [Dani Hoffman](#) is assigned to support **Teams A & B**. [Tamara Griffith](#) is assigned to support **Teams C & D**. We are offering virtual support of technical assistance, consultation, observations, and staffing through email and HIPPA compliant platforms such as RingCentral or Zoom. Please do not hesitate to reach out to your Disabilities Consultant.

## IFSP/IEP Counts: Communication

### Dani Hoffman & Tamara Griffith, Disabilities Consultants

A big thank you to staff for verifying their current IFSP and IEP total counts for their center. ECEAP and Head Start Performance Standards require us to maintain an accurate count and report of the number of children eligible for an IFSP or IEP. **Head Start and Early Head Start specifically require 10% of enrollment slots be filled with students eligible for an IFSP or IEP.** Some children enter or return to their program with an IFSP or IEP, but many other children are identified during the school year.

We will continue to communicate with centers throughout the program year to verify counts. Please reach out to your assigned Disabilities Consultants for technical assistance at any point in the referral and evaluation process, or for support related to children already identified through an IFSP or IEP.

## General Reminders: Disabilities

### Dani Hoffman & Tamara Griffith, Disabilities Consultants

As centers have passed their 45-day requirements, we want to provide guidance on procedures related to developmental screenings, referrals, and the following:

- The [Developmental Concerns/Disabilities Process Checklist](#) documents conversations and actions taken to address developmental concerns.
  - The [Developmental Concerns/Disabilities Process Checklist](#) is initiated when:
    - A child's ASQ-3 results fall within rescreen/monitor
    - A child's ASQ-3 results fall within referral indicated
    - A family has developmental concerns for child
  - **It is not required to fill out a [Developmental Concerns/Disabilities Process Checklist](#) for every child enrolled. Only complete for children with developmental concerns either identified through the ASQ-3 or family concern.**
- ASQ-3 results are reviewed with each family in a timely manner.
- Teachers and Family Support partner with the family throughout the duration of the referral and evaluation process **and** when children are being served through an IFSP/IEP.
- IFSPs and IEPs are obtained and updated annually in ELMS or ChildPlus.

## Disabilities Consultants Live Q&A

### Dani Hoffman & Tamara Griffith, Disabilities Consultants

We will be hosting two live sessions to discuss evaluating and serving students with disabilities during COVID-19. Talking points will include:

- Referring to birth-to-three agencies and school districts
- ECEAP, Head Start, and Early Head Start staff involvement
- Family rights to evaluation and services under IDEA law

While we will begin with talking points, our hope is to have a conversation with you and answer any questions you may have. This Q&A session is open to all center, Home-Based, FCC, and WCCW staff. ESD staff may also join the call.

[ESD Disabilities Consultants Q&A \(PM\) RingCentral Link](#)

**Friday, December 11 1:00-2:00 PM**

Meeting ID: 148-945-3463

Password: 005457

[ESD Disabilities Consultants Q&A \(AM\) RingCentral Link](#)

**Tuesday, December 15 9:00-10:00 AM**

Meeting ID: 149-960-7205

Password: 015209

# Family Engagement



Review [deliverables](#) to ensure that you complete all requirements. Make sure to also review [Health Nutrition & Safety deliverables](#).

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## Recruitment, Recruitment, and More Recruitment

### Debret Harrison, Family Engagement Coach | Team C

I would like to give a **Shout Out** to Franklin Pierce Early Learning Center for their diligence and creativity during these challenging times. FPEL FSS and their bilingual para created a family friendly recruitment video in both English and Spanish. The video was created to get the word out to families and the community about their Head Start and ECEAP Programs and to hopefully generate interest from more eligible families to enroll. Take a peek at the video in [English](#) or [Spanish](#).

Family Support Specialist, Melissa McPheeters shares:

“The videos were created using PowerPoint and Zoom. It was super easy, but the end result makes it seem like a lot more went into it. We just made a script, made a PowerPoint, and put animations on the slides, and then did a recording on Zoom with the shared screen feature and only had audio on, not video. The soundtrack playing softly in the background was just open in a Chrome browser tab and was an instrumental track from a royalty-free music artist on low volume and “share computer sound” through Zoom.”

Please feel free to reach out to [Debret Harrison](#) for additional support!

## Peer Programs

### Quincy Stone, Parent Leadership Manager

**Health & Literacy Training begins in January!** Peer Programs is going virtual for 2021 – **Trainings will be held via Zoom for 8 consecutive Thursday evenings from 6:00 – 7:30 p.m. on January 14, 21 and 28. February 4, 11, 18, 25 and March 4.** Parents will be reimbursed an hourly rate for their time, \$10 for technology reimbursement, and a dinner allowance of \$34 per meeting.

Recruiting for Peer Programs? Share the New [Peer Programs promotional video](#) (It’s amazing!). We also have a New Peer Programs recruitment flyer, available in [English](#) and [Spanish](#), which is a great tool to share about this learning opportunity!

To request a virtual teachback, please complete the [teachback request form](#). Questions? Contact Quincy Stone at 425-917-7875.

## Policy Council 2020-2021

### Quincy Stone, Parent Leadership Manager

Policy Council is in full swing for the 2020-21 term! Do you have a recently elected representative? Don't forget to submit the online [Policy Council Notice and Verification Form](#) so we can connect with them prior to the December PC meeting.

Please see the [Policy Council Composition Chart](#) to learn how many parent representatives should be elected from your site. **Note: We no longer have "alternates". Please elect only the number of representatives indicated on the composition chart.**

Still recruiting? We have a great [Policy Council Video](#) for you to show at parent meetings or one-on-one with parents! [New Recruitment Flyers](#) can easily be shared with your families through email or print and post on-site.

Need more recruitment ideas? Current Policy Council Reps are available to speak at your virtual parent meetings. Please contact [Quincy Stone](#).



Photo by PSESD Early Learning

### Policy Council

Visit the [Policy Council page](#) regularly for calendar of Policy Council events, information, recruitment tools, meeting materials, and more!



Stock image via Microsoft

### Parent Professional Learning

**Peer Health & Peer Literacy Training start in January!** Check out the [Parent Professional Learning page](#) for information, recruitment tools, registration, teachback requests, and more!

# Health, Nutrition, & Safety



Review [deliverables](#) to ensure that you complete all requirements.

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## CPR/First Aid Training

### Beth Larsen, Program Manager | Safety

PSESD has a contract with Merit Emergency for in-person CPR First Aid training. To schedule a training for a site, **Center Directors will email [Bill Merit](#) and copy [Joanne Tran](#)**. Training participant names need to be shared in the communication. The minimum class size is ten participants. COVID safety precautions will be followed during training.

## Tips for Virtual Meal Monitoring

### Kristi Walters, Health, Nutrition & Safety Consultant

You are a superstar! For those sites with Child and Adult Care Food Program (CACFP) meals or snacks currently on PSESD's USDA Contract, follow these easy steps for a superstar-meal monitor performance:

1. Expect an email and Zoom meeting request for a virtual monitoring of your onsite or remote meal disbursement. The email will contain the meal monitoring checklist, so you can prepare to shine like a star during monitoring.
2. Appoint someone to video during the 45- to 60-minute monitor.
3. **Before mealtime:** We will video safety requirements and required postings around the room, table sanitizing, and hand washing.
4. **During the meal/snack:** We will record meal components, interaction, and meal attendance.
5. **After the meal:** Someone will need to email the Daily Attendance/Meal Count sheets for the current day, plus the previous 5 days of meal attendance.
6. Sit back and wait for your 5-star dining review!

# Mental Health

## Virtual Mental Health Consultation

**Mental Health Team | Alex Clifthorne, Melissa Russell, Vanessa Davis, and Noelle Hoori**

Mental Health Consultants are available for consultation and virtual observation for Head Start and Early Head Start Classrooms. Please go to the [EarlyLearningWA website](#) to fill out and fax request for observation forms. Therapy referrals are available to Early Head Start, Head Start and ECEAP children.

## Mental Health Lunch and Learns

**Mental Health Team | Alex Clifthorne, Melissa Russell, Vanessa Davis, and Noelle Hoori**

Please join us for our next Mental Health Lunch and Learn on [Friday, December 11, 10:00 – 11:30 am](#). We will be talking about the importance of “Taking Care of Ourselves in order to Take Care of Children and Families”.

Our discussion will highlight understanding stress triggers and we will design an “Action Plan” to reduce stress and increase our coping strategies. Our meeting will feature Georgetown University Center for Child and Human Development’s Stress Reduction strategies and tie in the “Stress Reduction Posters” that were sent out to programs.

Keep an eye out for e-mail reminders for our next Lunch and Learns!

# Resources

## For Staff and Families

Most resources will be moved to their respective content area pages on [EarlyLearningWA](#) at the end of each month.

- [Recipes for the Holidays + Everyday Cooking at Home](#)
- [Cooking Videos / Children in the Kitchen](#)
- [Indoor Play Activities](#)

## Staff Strategies

- [EarlyLearningWA Website Frequently Asked Questions](#)
- [Early Learning Program Manual Updates](#)
- [Early Learning Program Manual Google Drive](#)
- [EarlyLearningWA Website Feedback Form](#)
- [EarlyLearningWA Staff Professional Learning, ERSEA Committee, HSAC, etc.](#)