

Connector



PSESD Early Learning Monthly Newsletter
April 2021

How do you plan thoughtful and intentional Transitions for each child and family?



Whether children are on-site or at-home, individualized transitions into their next educational setting is crucial. Read more:

- [Transitions for Children with IFSPs/IEPs](#)
- [Transition Resources:](#)
 - [Activities and Resources that Support Programs with Transitions](#)
 - Creating a Smooth Transition to Kindergarten ([English](#), [Spanish](#))
 - Creating a Smooth Transition to Preschool ([English](#), [Spanish](#))
 - Supporting the Family Transition to Kindergarten ([English](#), [Spanish](#))
 - [Family Engagement in Transitions](#)

PSESD Early Learning Connector

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

[Center Director](#) | [Teaching Staff](#) | [Family Support](#) | [Health, Nutrition, Safety](#)

News Archive
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COVID-19 Information
[Information Page](#) | [COVID-19 Guidance](#)

Other Info
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What's New in General

COVID-19 Vaccine Update

Xinying He, Nurse Consultant and Joanne Tran, Health, Nutrition, & Safety Consultant

The vaccine schedule shows March 31 as the starting date for [Phase 1B tier 3/tier 4](#), which now includes people 16 years or older with 2 or more co-morbidities, all people 60 years and older, people/staff/volunteers in certain congregate living settings, and high-risk critical workers in certain congregate settings. Please see the Department of Health's [Vaccine Phases Infographic](#) for more information. There are three vaccines authorized and recommended to prevent COVID-19:

- Pfizer-BioNTech COVID-19 vaccine
- Moderna COVID-19 vaccine
- Johnson & Johnson's Janssen COVID-19 vaccine

Consider helping family members, friends, and neighbors who are eligible to get connected to Phase Finder and find an appointment. Phase Finder is no longer required to verify COVID-19 vaccine eligibility. The COVID-19 vaccine is provided at no cost. If you receive a bill, email COVID.Vaccine@doh.wa.gov.

The Department of Health has adopted guidance released by the Centers for Disease Control and Prevention (CDC) on safe behaviors post-vaccine. Learn more [here](#). The federal vaccine distribution to pharmacies can be found at www.vaccinefinder.org

Interpreter Program Changes

JoAnna Williams-Diggs, Senior Coordinator | Multilingual Services

Janet Hinrich, the Program Specialist for our Interpreter Program, retired on March 15. She has been an integral part of the Interpreter Program for many years. I am going to miss her and all that she added to the program. Best wishes to Janet on the next chapter in her life.

Update: Please **do not** email Janet your interpreter time verifications. She will not be keeping track of interpreter timesheets anymore. Please email them and any questions you may have to [JoAnna Williams-Diggs \(jdiggs@psed.org\)](mailto:jdiggs@psed.org).

Find A Classroom – Helping Families Find You!

Anjanette Abbe, Data Systems Technician | Health, Nutrition & Safety

[Find A Classroom](#) has recently been updated. Please be sure to check it for accurate information! Use this [form](#) to submit changes or updates!

Free Online Professional Learning Opportunities

Cheryl Habgood, Systems Manager | Professional Learning

The Office of Head Start provides many opportunities for professional learning that are **free** and available to all staff in ECEAP, Early Head Start and Head Start. Access the list [here](#).

EarlyLearningWA Survey Results and Search Options

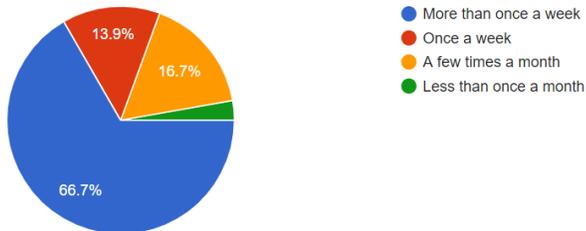
Venissia Buyco, Senior Coordinator | Management Systems



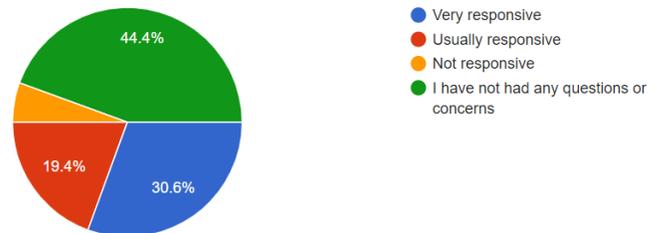
Thanks to everyone who completed our website survey! Below are summaries of results.

Most users shared that searching for documents can be difficult. To help you find what you need more easily, we now have a new and improved [Website Support](#) (FAQ) page! We've also made improvements to [ELPM Updates](#), which can now be used as a directory.

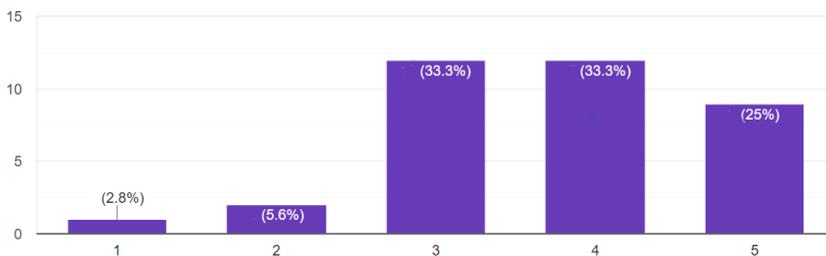
How often do you visit EarlyLearningWA.org (ELWA)?



How responsive have we been to your questions or concerns about our website?



How easy is it to navigate our website? (1 = Not easy; 5 = Extremely easy)



Online Interpreter Training

JoAnna Williams-Diggs, Senior Coordinator | Multilingual Services

Thank you for your patience! We are in the final stages of creating our online interpreter training. We will keep you informed as to when the training dates will be available and the process to register.

Using Interpreters in Virtual Spaces

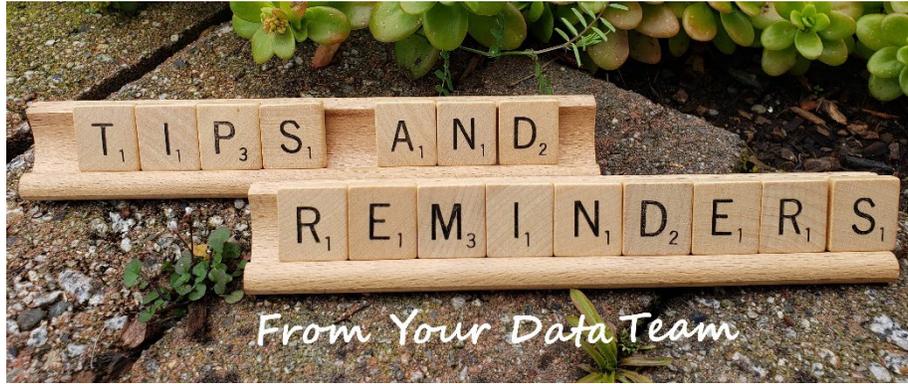
JoAnna Williams-Diggs, Senior Coordinator | Multilingual Services

Reminder: When you need interpreter services please use the updated Interpreter Directory that is attached to your monthly 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. 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.

Language Link

JoAnna Williams-Diggs, Senior Coordinator | Multilingual Services

Reminder: Please **do not** use the Language Line. We are no longer contracting with this company. If you need an interpreter for a language not found in 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.**



45-Day Health and Development Screenings

Anjanette Abbe, Data Systems Technician | Health, Nutrition & Safety

Health and Developmental screenings are due within 45 days of each child's first day of attendance. Please make sure to include the screening or assessment date for every result.

Vision Date: _____ Spot Screener <input type="checkbox"/> Pass <input type="checkbox"/> Refer -or- Distance Vision <input type="checkbox"/> Pass <input type="checkbox"/> Rescreen <input type="checkbox"/> Refer Near Vision (Hyperopia) <input type="checkbox"/> Pass <input type="checkbox"/> Refer	Hearing Date: _____ Audiometer R: 4000 ___ 2000 ___ 1000 ___ 500 ___ L: 4000 ___ 2000 ___ 1000 ___ 500 ___ <input type="checkbox"/> Pass <input type="checkbox"/> Rescreen <input type="checkbox"/> Refer -or- Otoacoustic Emission R: <input type="checkbox"/> Pass <input type="checkbox"/> Rescreen <input type="checkbox"/> Refer L: <input type="checkbox"/> Pass <input type="checkbox"/> Rescreen <input type="checkbox"/> Refer
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- **For Vision and Hearing screenings:** Be sure to only check results for the type of test completed.
- **For Vision:** This will be either Spot Screener or Snellen Chart (Distance) and Near Vision (Hyperopia).
- **For Hearing:** This will be either Audiometer or Otoacoustic Emission (OAE).

Please refer to the [Early Learning Program Manual](#) for instructions. Here is a list of the most recent screening results forms:

- [Instructions for 45-Day Screening Results Head Start & ECEAP](#)
- [Health and Development Screening Results Form Head Start & ECEAP](#)
- [Instructions for 45-Day Screening Results Early Head Start](#)
- [Health and Development Screening Results Form Early Head Start](#)

For forms questions, contact your Health, Nutrition, and Safety Coach. For data questions, contact [Anjanette Abbe](#).

Applications

Dawn Patterson, Data Systems Technician | ERSEA

It is time to send in [Returning Applications](#) for the 2021-2022 program year. Please start working on them if you have not already done so, and upload them in ChildPlus as soon as possible:

1. Print and upload all pages of the Early Learning Application, the Eligibility Verification Form, and Selection Points Chart into ChildPlus.
2. Upload all proof of eligibility documents (proof of income, age, family size, and authority to enroll) to the [ChildPlus Application Module](#).
3. If you have uploaded an application into ChildPlus and do not see it within 2-3 days business days, check the Apps Status section in ChildPlus for any notes that may require your attention.

For questions, please contact [Dawn Patterson](#).

Policy & Legislative Updates

Lori Pittman, Governance and Advocacy Advisor

Legislative Update as of March 26

Senate and House Release Budget Proposals. On March 25, the Senate released their Operating and Capital budget proposals. On Wednesday, the House released its Capital budget and will release their Operating budget on today, Friday.

The Senate budget clearly prioritizes early learning, with significant federal and state funding proposed to support implementation of the Fair Start for Kids Act. The Senate budget contains \$509 million in federal funding for childcare grants and provider reimbursement along with \$312 million in the 2021-23 biennium for Fair Start for Kids investments. There has been a reduction in ECEAP expansion from original bills and negotiations.

Specific funded early learning policies in the Senate budgets include:

- Increasing the reimbursement rate for ECEAP by 10% starting in the 2021-23 school year
- Increasing ECEAP slots by 500 in state fiscal year 2022 and by 400 slots in state fiscal year 2023
- Increasing Working Connections Child Care income eligibility to 60% of State Median Income
- Reform of the Working Connections Child Care co-payment structure to minimize the so-called “co-pay cliff”
- Increasing the reimbursement rate for Working Connections Child Care to 85th percentile of market rate
- Funding to expand home visiting services and provide supports to enhance data collection and support the work of local implementation agencies
- Funding for the complex needs funds and support for Infant Early Childhood Mental Health consultation.

With both the Senate and House proposed Capital budgets, they have also signaled the priority of investing capital dollars into growing the Early Learning Facilities funds and supporting capital early learning projects via local school districts.

In the next week, the Senate and House fiscal committees will hold public hearings to get feedback about what was and was not included in the budgets. The fiscal committees, followed by the full bodies, will approve the proposals, likely with some amendments. Once this happens, the public side of the work will be paused while Senate and House budget writers work behind the scenes to negotiate the differences between the two approaches.

We are busy analyzing the details of the complicated and complex budget proposal (and the soon to be released House Operating budget proposal) and will share when more information is available.

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 March 2021

3.25 Topic: Center Inventory and ECEAP Review

3.16 Topic: HS/EHS Over Income Update

3.03 Topic: Child Care and Pre-K Vaccination Priority

Center Director Meetings

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

Please Spend COVID One-Time Funds (HS & EHS Only)

Talena Dixon, Director | Program Operations & ECEAP

HS and EHS programs, a reminder to please utilize the opportunity to support your program by using the federal CARES Act funding. The [COVID One-Time Funds Request Form](#) outlines appropriate spending as well as the process to submit.

Any items purchased **must be received and be in-hand by the dates listed below**. Unfortunately, any spending or purchases received after this date will not be reimbursed.

- HS 715 TBD based on Carryover Request (Tukwila and KYFS, we will notify you with a date)
- HS 412 June 30, 2021
- EHS 412 June 30, 2021
- EHS CCP August 31, 2021

On Time Fiscal Claims

Talena Dixon, Director | Program Operations & ECEAP

It is imperative that you turn in your monthly fiscal claims on time. We are always assessing where we're at with program-wide spending on each grant, and when we don't receive claims in a timely way, we can't project future spending to know how we fair with our budgets. If you have a pattern of late claims, please work with the fiscal staff in your organization to remedy this. Thank you! We know this isn't always easy.

Reminder for Staff on Leave

Mike Condardo, Senior Coordinator | Education Tech

If you have staff on FMLA or Maternity Leave, please email list to [Mike Condardo](#) including the following:

- Staff person's name
- Position
- Type of Leave
- Leave Start Date
- Anticipated Return Date

If you have staff that are currently on unemployment due to COVID-19, please submit an electronic [Staff Departure Form](#) for each staff member. This will enable us to remove from tracking pieces like Monitoring and Online Classes until they are active again.

Nontraditional Remote Services (NTRS) Reporting (ECEAP Only)

Talena Dixon, Director | Program Operations & ECEAP

Nontraditional remote services (NTRS) reporting: Reporting NTRS is now part of the Monthly Report in ELMS. This replaces Smartsheet data entry and is only done once each month. To find this, click the Monthly Report tab; select the Site link or Class link to see the new Step 4: Nontraditional Remote Services Reporting section on the bottom of the page. To complete reporting, click the "Report NTRS provided this month" button and answer the questions in the pop-up window.

- [December 2020 webinar](#)
- [Monthly Report Instructions](#)
- Email questions to elms@dcyf.wa.gov

Staff Information Forms (SIFs) and Hiring Documents

Venissia Buyco, Senior Coordinator | Management Systems

Staffing Changes? Please complete the appropriate online [Staff Information Form](#). Due to Personally Identifiable Information (PII), we are transitioning from email submissions of hiring documents (background checks, transcripts, TB tests, etc.) to using the [Document Uploads Only](#) online 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 in the process of refining our hiring procedures and forms; 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](#)

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.



= Information Series – Look for this symbol each month!

Series: How Relationship Building and the Environment Can Help Lower the Affective Filter Michelle Williams-Nelson, Dual Language Learners Coach

Welcoming relationships and a positive environment in the classroom are key to fostering the language development of Dual Language Learners (DLL). The early childhood environment may be a DLL's first unknown social environment as well as their first time in a different cultural environment. When teachers provide DLLs with positive environments that support children's language development, relationships with adults and peers, and connections to home, they support children in developing confidence and positive self-esteem. The goal should be to make everything about you and the classroom environment an open and welcoming invitation to keep learning. Positive relationships and environments help to lower the affective filter for DLLs, which will inspire them to learn the new language, and be successful in school. Visit [What Is the Affective Filter, and Why Is it Important in the Classroom?](#) for tips on how to lower the affective filter through relationship building and a positive environment.

Integrating the Second Step® Child Protection Unit during COVID-19

Sirena Haddock, Education Coach

Here are the Committee for Children's current recommendations for Integrating the Second Step® Child Protection Unit during COVID-19.

1. If you're providing in-person or hybrid learning, teach the Second Step® Child Protection Unit as you normally would. Make sure all staff have completed the online training. Children's increased exposure to trauma during extended school closures may make the Second Step® Child Protection Unit particularly important at this time.
2. If you're providing remote learning, we recommend you wait until children return to begin teaching the Second Step® Child Protection Unit. Due to the sensitive nature of these lessons, they are best done in person.

Things to consider:

- While waiting for schools to reopen, make sure all staff complete the online training courses.
- You can also share the Committee for Children [child abuse prevention](#) family supports with your school community. These will allow families to begin this important work at home.

Disabilities Consultants Site Assignments

Tamara Griffith, Dani Hoffman, & Johna Rhooms | Disabilities Consultants

With the latest expansion of the Disabilities Team, there are new site assignments. Click on any [Team Directory](#) to find which Consultant is assigned to your center/site. Please continue to reach out to your Disabilities Consultant to supporting students with suspected and identified disabilities. We are available for virtual observations, consultations for strategies and support, technical assistance pertaining to performance standards, and joining existing site support meetings.

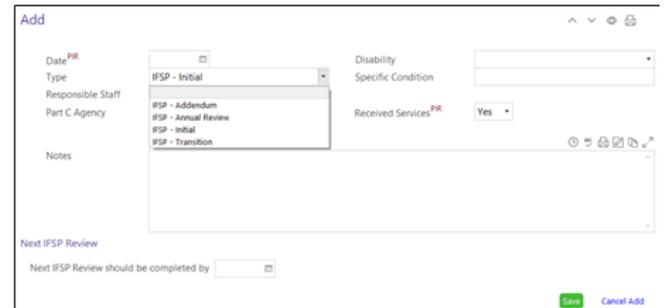
Changes to IFSP Data Entry in ChildPlus

Tamara Griffith, Dani Hoffman, & Johna Rhooms | Disabilities Consultants

Your Disabilities Team is working to make data entry easier for you in ChildPlus for IFSPs. Per Head Start Performance Standards, we must document children enrolled in our program who are eligible for IFSP (Individualized Family Service Plan) and IEP (Individualized Education Program) services under the Individuals with Disabilities Education Act (IDEA).

When [adding a new IFSP in ChildPlus](#), the dropdown box for **Type of IFSP** has been updated to the following options:

- **IFSP – Initial** (this is the child's **first** IFSP)
- **IFSP – Annual** (This is an annual or subsequent IFSP. IFSPs are valid up to one year and must be renewed annually.)
- **IFSP – Addendum** (This is a change to the type or frequency of services for an existing IFSP. This is **not** the same as a renewed, Annual IFSP.)
- **IFSP – Transition** (This is for a child transitioning from an IFSP to an IEP near the child's 3rd birthday; this is also known as a Part C to B transition)

A screenshot of the 'Add' form in ChildPlus. The 'Type' dropdown menu is open, showing five options: 'IFSP - Initial', 'IFSP - Addendum', 'IFSP - Annual Review', 'IFSP - initial', and 'IFSP - Transition'. Other fields visible include 'Date', 'Responsible Staff', 'Part C Agency', 'Notes', 'Disability Specific Condition', and 'Received Services' (set to 'Yes'). At the bottom, there is a field for 'Next IFSP Review' and a 'Next IFSP Review should be completed by' field. The form has 'Save' and 'Cancel Add' buttons at the bottom right.

Previously, there were several options under the **Type of IFSP** in ChildPlus. The team removed options that were unnecessary for reporting and to make data entry simpler.

As you will notice for new IFSP additions, there is no longer an **IFSP - 6 Month Review** option. This is because a 6 Month Review does not extend the end date of IFSP services from an Initial IFSP or an Annual IFSP. This change does **not** impact current IFSP entries noted as **IFSP - 6 Month Review**. You may still document a 6 Month Review by opening the respective Initial or Annual IFSP and adding notes from the meeting in the **Notes** box.

Please also remember to manually enter in the End Date of Services, noted by the box **Next IFSP Review should be completed by**. This field auto-populates and may not be correct. Use the end date from the IFSP to enter this date yourself.

If you have any questions around data entry, please reach out to your Disabilities Consultant.

Transitions for Children with IFSPs/IEPs

Tamara Griffith, Dani Hoffman, & Johna Rhooms | Disabilities Consultants

In the [New Staff Support training](#) held on March 24, 2021, Education Services discussed the educational components of program transitions for all students, with further guidance for Dual Language Learners and students with disabilities on IFSPs or IEPs. There are Performance Standards with specific guidance for [Early Head Start students with IFSPs](#), [Head Start students with IEPs](#), and [ECEAP students with IEPs \(Child Outcomes – 2\)](#).

There must be a plan in place for children with IFSPs transitioning from an Early Head Start setting to a new program, and students in Head Start/ECEAP with IEPs transitioning into Kindergarten. Please reference the [recording](#) for expanded explanations or reach out to your Disabilities Consultants for questions regarding transitions.

Bilingual Instructional Assistants

JoAnna Williams-Diggs, Senior Coordinator | Multilingual Services

Reminder: 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.

Family Engagement



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.

ERSEA 2021-2022 Publishing Dates

ERSEA Team

Anticipated publishing dates for ERSEA documents are listed below. If you have any questions, please email ERSEA@psed.org. **Reminder:** Please do not print or distribute enrollment forms until you are alerted that 2021-2022 forms are final.

ERSEA Section	Publish By
Eligibility and Recruitment	February 1 Published!
Selection (Policy Council approval of Selection Pts in February, if needed) Eligibility Verification Form (EVF) and Selection Points Chart	March 15 Published!
Enrollment and Attendance (not related to USDA)	April 30

Parent, Family and Community Engagement Framework (PFCEF)

Linda Johnson, Family Engagement Coach | Team B



Are you familiar with the [Parent, Family and Community Engagement \(PFCE\) Framework](#)? How does the PFCE Framework show up in your practice working with families? Need to know more? Click on the photo to the left.



Photo by PSESD Early Learning

Policy Council

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

Policy Council 2020-2021

Quincy Stone, Parent Leadership Manager

Policy Council completed a two-part training on Race and the Opportunity Gap. Members explored the concept of equity versus equality, gained knowledge on the opportunity gap and the lack of equitable learning opportunities afforded to children of color, and discovered what it means to be color brave rather than color blind. This transformative work enables parents to reflect on their own experiences with racial injustice and to deepen their understating of structural inequality.

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](#).

Family Corner

Tanja Stanley-McMurray, Family Support Evergreen ECEAP Preschool

This last year connecting with families has been challenging. I mean **really** connecting with them. Who wants to go to another Zoom meeting, especially if it is voluntary?

Normally, we have our parent events to bring families together and get to know each other at a more casual level. Well, I found a way that does not necessarily replace that in-person connection, but at least I don't feel like I'm digging for it. This month, I experimented with a Family Crafting Zoom meeting. **It was a hit!** For the families that RSVP'd, I delivered a crafting kit to make a driftwood suncatcher.

I created instructions on how to involve their child in the design and other suggestions they can do with their child. After all, they are the child's favorite teacher. After our introductions of names, who their child is, what they ate for breakfast, and any celebrations, our conversation went on naturally. By the end of it, the parents commented how they enjoyed this Zoom and wanted to do it again. I asked what they wanted to do for the next craft and offered suggestions. They came up with the next craft of child-painted planter pots and parents add the final touches of a circuit cut vinyl names and decorations. Now I have teamed up with my co-worker at another site and we are going to bring both schools together for our next craft zoom to see how that goes. Maybe we will add a game to the mix also?



Peer Programs

Quincy Stone, Parent Leadership Manager

Peer Health and Peer Literacy training is complete! The newly trained Parent Educators are excited to facilitate teachback presentations. Our Peer Educators need opportunities to practice their leadership and presentation skills. Teachbacks provide an excellent opportunity to engage the families at your site/center, impart education in health and literacy, and increase the proficiency of our Parent Educators!

Support our trained parent educators and [schedule your teachback](#) today! Questions? Please contact [Quincy Stone](#).

Health, Nutrition, & Safety



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

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.

Special Enrollment for Washington Health Care

Cheryl Polasek, Program Manager | Health & Nutrition

The pandemic continues, affecting not only our physical health but also jobs. Many people are finding themselves in need of health insurance. There is now a [Special Enrollment Period](#) for free or low-cost insurance through Washington's Affordable Care Act health exchange – **Washington Healthplanfinder**. The enrollment period is open until May 15 and is open to anyone who is currently uninsured. Public Health – Seattle & King County has a team of [Health Insurance Navigators](#) available to help answer questions and walk through the process of applying and selecting the right insurance plan. You can also browse plans and sign up directly through [Washington Healthplanfinder](#).

Vaccine Updates for Children Returning to School

Xinying He, Nurse Consultant and Kristi Walters, Health, Nutrition & Safety Consultant

The Washington Department of Health issued the following information to help staff conquer the new immunization requirements:

- Before students return to onsite classes or sports, their [vaccines](#) must be in compliance.
- [Immunization Laws](#) changed August 2020. Families can check immunizations and print a necessary copy of the certificate of immunization status at [My IR](#).
- Resources for connecting Families to care:
 - [ParentHelp123.org](#)
 - [Help Me Grow](#)
 - [Immunity Community](#)

If your site resides in a school district, please see the following guidance from [OSPI](#).

Hybrid ECEAP Attendance/Meal Count Template Available in COVID-19 Page

Cheryl Polasek, Program Manager | Health & Nutrition

[This new template](#) will make it easier for teachers to document and track attendance and meal count for their hybrid classes. For questions, please contact [Colette Dutton](#).

When Should Children Not Wear a Mask?

Kristi Walters, Health, Nutrition & Safety Consultant

We know that **children** wearing masks can reduce the spread of the COVID virus. We also know that keeping our children safe is a priority. There are times when it is currently a safer option for young **children not** to wear a mask:

- **No** masks when **eating**.
- **No** masks when **sleeping/napping**.
- **No** masks when **playing outside**.
- **No** masks when children are less than 2 years.
- **No** masks when children have a qualifying medical concern.

See pages 5-6 of [COVID-19 Guidance](#) for updates on children and masks. Please individualize and have personal conversations with families to honor racial, cultural and/or religious preferences or concerns.

Adults must continue to wear masks indoor and outdoor.

Mental Health

Reminders of Mental Health Services

Laurel Benz, Alex Clifthorne, and Melissa Russell | Mental Health Consultants

As centers start to re-open, remember that your team of Mental Health Consultants are here and ready to support classrooms!

Mental health consultations can look like many different things, and we can work with a variety of people involved in the identified child's life. These services may include classroom observations (formal and informal), consultation with teachers, administrators, staff, and families. We can support reflection and problem-solving to build adults' capacity to address children and families, classrooms, and programmatic and systemic concerns. We can provide screening, resources, and referrals for children, families, and staff. We can also provide trainings for early care and education staff and administrators on topics including trauma informed care and education.

Please don't hesitate to reach out to the Mental Health Consultants with any questions!

Resources

For Staff and Families

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

- **Webinar Series: Addressing Early Childhood Suspension by Addressing Implicit Bias**
Join us for a four-part webinar series with Dr. Rosemarie Allen, CEO of the Center for Equity & Excellence. Learn critical first steps to ensure equitable observation and assessment practices. Dr. Allen's approach supports and reflects many cultural ways of being for children in early childhood classrooms. [Register here](#). All webinars are scheduled from 9:00 am to 10:30 am.
 - **April 23:** Anti-Racist and Anti-Biased Assessments
 - Engage in activities that bring awareness how bias impacts early childhood assessments. Strategies will be presented to avoid engaging in biased practices.
 - **May 21:** Reflection and Planning
 - **June 4:** Reflection and Planning

Priority will be given to ECEAP staff. Others will be placed on a waitlist. Non-ECEAP Staff will receive notification as space is available.
- **Tips and Recipes** to build a [Healthy Lunch Box](#).
- The [Black Coalition Against COVID-19](#) has a short public service announcement called A Love Letter to the Black Community and a webinar called Making it Plain: A Conversation with Dr. Fauci.
- National Urban League has a [town hall](#) in collaboration with the Black Coalition Against COVID-19: Making It Plain – A Town Hall on Understanding the COVID-19 Vaccine.

Staff Strategies

EarlyLearningWA Website Links

- [Website Support \(FAQs\)](#)
- [Early Learning Program Manual \(ELPM\) Directory and Updates](#)
- [Website Feedback Form](#)
- [Staff Professional Learning, ERSEA Committee, HSAC, etc.](#)

ELMS and GOLD Resources (ECEAP Only)

- [ELMS Administrator's Manual](#) and [ELMS Eligibility and Enrollment Manual](#)
- [ELMS Support](#)
- [GOLD® Getting Started Checklist 2020-21 for ECEAP Teachers](#)
- [GOLD® Getting Started Checklist 2020-21 for ECEAP Administrators](#)
- [Teaching Strategies GOLD® Support](#)