



## Early Learning Center Directors Meeting

**March 29, 2018**– 9:00am to 2:00pm

Cedar/Duwamish/Nisqually conference rooms

AGENDA		
Time	Topic	Presenter
9:00-9:30	<b>Welcome, Introductions &amp; Speed Updates</b> <ul style="list-style-type: none"> <li>• Site Level SR Goals</li> <li>• Monitoring &amp; Corrective Action Plans (CAPs)</li> <li>• Racial Equity Supports</li> <li>• Updates on Parenting Curriculums</li> <li>• Legislative updates</li> </ul>	Kay Kay Heather Kawamoto Natalia Lori/?
9:30-10:30	<b>ERSEA and Recruitment</b>	Natalia/Talena
10:30-10:45	<b>Break</b>	
10:45-12:15	<b>TS GOLD Data Dive</b>	Pamela/Nelly/Kay
12:15-12:45	<b>Lunch Break</b>	
12:45-2:00	<b>Center Collaborations</b> <ul style="list-style-type: none"> <li>• ED Coaches</li> <li>• DLL Coaches – MLS</li> <li>• Online Learning – Professional Learning</li> <li>• Fiscal Questions</li> <li>• Team Managers – Monitoring</li> <li>• Administrative</li> <li>• Disabilities Consultants</li> <li>• Health Nutrition Safety</li> <li>• Mental Health Consultants</li> <li>• Family Engagement Coaches</li> <li>• Peer Programs – Policy Council</li> </ul>	Amanda/Staff

## Updates:

### Revised Calendars

If your site had an unplanned closure since the beginning of the school year, please send in a **revised calendar** to **Tiffany Lyons** ([Tlyons@psesd.org](mailto:Tlyons@psesd.org)) for each site by **March 30**.

- For sites that had **full day closures**, please indicate the site was closed on that day with an “x”.

- For sites that had just an **AM or PM closure**, please indicate that information and date of closure in the EMAIL when you send in the revised calendar.

If you have questions, please connect directly with Tiffany.

### **Parenting Curriculums & Mobility Mentoring**

- **Ready Rosie** – As previously mentioned, **Head Start** Performance Standards are requiring programs to implement a research-based parenting curriculum. Our proposed plan is to share **Ready Rosie** with all Family Support Staff before all ERSEA trainings in March so that Family Support Staff can share this information with parents to obtain feedback during March. **Ready Rosie** has also been presented to Policy Council and the Executive Board. Our goal is to fully implement a parenting curriculum in **Head Start** classrooms for the 2018-2019 program year. However, we will be seeking feedback from ECEAP parents during this time as well.
- **Families Moving Forward** – Some ECEAP sites have continued to utilize Families Moving Forward for their parenting curriculum. Although DEL does not have a parenting curriculum requirement, this is a great tool for families. Sites may can feel free to continue to utilize this curriculum.
- **Mobility Mentoring** – All **ECEAP** classrooms will be required to implement Mobility Mentoring in the 2018-2019 program year. This is about supporting individual families' journey toward economic self-sufficiency. Since Mobility Mentoring is modeled as "train the trainer", FE Coaches will be attending trainings in March and additional trainings will be scheduled for all **ECEAP** Family Support Staff.

### **ECEAP ONLY: Portable Background Checks for Non-Classroom Staff**

*From: Kristyl Riddle, Monitoring and Compliance Coordinator*

As a reminder, non-classroom staff who will or may have unsupervised access to ECEAP children are required to complete a Portable Background Check (PBC). This includes floaters and transportation staff. Classroom staff have already completed this requirement.

Please think about how your services and sites are set up and identify anyone who may fall into this definition. In addition to floaters and transportation staff, this requirement may also include nurses, front office staff, specialists, administrators, etc. depending on the structure and staffing of your site(s).

If you have ECEAP Family Support Specialists who *under no circumstances* would have an opportunity for unsupervised access to ECEAP children, please complete a [Supervision Plan Form](#) for us to keep on file. This ensures that both the staff person and the Director have discussed the unique situation and are aware of the law that is in place.

**DEL's deadline for completing this requirement is 8/1/18.** Because this is a summer date, please have any part-year staff that plan to return in the Fall complete a PBC before leaving for summer break. If you have vacancies that haven't yet been filled for the 2018-19 year, they'll need to complete a PBC as soon as possible once they've been identified. We know that PBCs and the associated fingerprinting often are delayed in late summer and into the fall because of the high volume of applicants, so the more that can be completed before summer break, the better.

Instructions for completing a PBC and more information are here:

<https://del.wa.gov/requirements/info/background.aspx>

If you have any questions at all, please contact Kristyl Riddle ([kriddle@psed.org](mailto:kriddle@psed.org)).

### **Resources to Help Children in the Wake of a School Shooting**

By [Jessica Dym Bartlett](#)

As adults struggle with their own reactions to the school shooting in Parkland, Florida—the 29th mass shooting in the United States in the first two months of 2018 alone—young eyes and ears are watching and listening.

This is an important time to talk to children about what they are seeing and hearing, even when they did not directly witness the event. While it can be difficult to know what to say, evidence from research and clinical

practice can help us with these difficult conversations. We begin with a few suggestions for adults who care for children indirectly affected by a school shooting:

#### Talking to children about school shootings

Honesty is important when speaking with children about school shootings, but that doesn't mean they need to know the details. What children need to know, and how we talk with them about such tragedies, is best considered through a developmental lens. How we answer their questions, for example, should depend on what they can understand and process without heightening their distress.

For a child of any age, it is important to begin by finding out what they already know. The National Child Traumatic Stress Network recommends gently correcting inaccurate information, encouraging children to ask questions, and answering them directly. Adults can respond by acknowledging the child's experience and feelings about the event, rather than focusing on the event itself. Parents can use a number of resources to find the right words to say, including apps such as Help Kids Cope. However, conversations should be tailored to the age of the child:

- Infants and toddlers are comforted when caregivers are warm, sensitive to their needs (e.g., feeding, sleeping, comforting), and maintain predictable routines. Conversation about the event can be harmful to very young children, who are highly sensitive to adults' emotions. Even if they can't understand the content, they can sense that something is wrong and experience distress.
- Preschoolers do best when adults use a calm voice, simple language, and respond to their questions honestly but with limited detail. Death should not be a taboo subject with young children just because it is upsetting to adults. Most important, preschoolers need reassurance that they are safe. Safety can also be communicated nonverbally—for example, by participating in normal, everyday activities and receiving extra attention from adults. Early childhood programs and parents can jointly support children who experience a school shooting.
- School-age children understand more than younger children and may want to talk about events at length with a trusted adult. Still, it is important not to offer disturbing details or to assume that children's concerns are the same as those of adults. Like younger children, they need comfort and reassurance of their safety. They may want extra attention from adults and friends, and time to talk about subjects other than the school shooting. Schools can also serve as important sources of support by understanding and responding to a school shooting in trauma-informed ways.
- Adolescents benefit when adults take time to listen, without judgment, to their thoughts and feelings about the school shooting. Teenagers can think abstractly and may struggle with larger issues, such as the meaning of life and death and social justice. They tend to value honesty and are quick to point out hypocrisy. However, it is important not to force adolescents to discuss the event until they are ready, as they are likely to resent when adults appear push their own agenda.

#### Other helpful hints

Talking to children and adolescents is not the only way to help them negotiate tragic events such as a school shooting. Here are a few additional tips:

- Protect children from too much information. It is critical to carefully monitor adult conversations, limit media use in children's presence, and seek support from other adults in private—exposure to disturbing images and conversations about the school shooting can stir up difficult feelings in children of all ages.
- Keep children busy. Boredom can intensify negative thoughts and behaviors, but children are less likely to experience distress when they play and interact.
- Ensure that adults receive the attention, support, and care they need. Parenting in the wake of a trauma can be difficult. Adults also need time and space to cope with their own reactions, as well as social support from family, friends, clergy, mental health professionals, and other adults.
- Seek professional help. Seek professional help if a child's difficulties do not improve. The National Child Traumatic Stress Network (NCTSN) recommends seeking help if problems persist longer than six weeks.

- Find age-appropriate ways for children to help. Even very young children benefit from being able to make a positive difference in others' lives while learning important lessons about empathy, compassion, and gratitude.
- Emphasize hope and positivity. Children need to feel safe, secure, and positive about their present and future. Seeing and hearing stories of people helping people in difficult times is both healing and reassuring.

### **Children with direct exposure to a school shooting**

Children who directly experience school shootings are at the highest risk of developing posttraumatic stress and related symptoms (e.g., nightmares, trouble eating and sleeping, academic difficulties, excessive crying, clinginess, irritability, withdrawal, aggression, or avoiding the issue altogether). Moreover, upheaval among families, the school, and the community after a shooting can make it especially challenging for adults to maintain the predictable routines and calm demeanor that help children feel safe. In these instances, comprehensive approaches grounded in research on risk and resilience after trauma, such as Psychological First Aid, can be implemented. This may enhance both parents' and children's sense of safety, orient and soothe survivors, provide assistance to address a family's immediate needs, and connect survivors with social support and services.

Additional resources

[Helping Young Children Who Have Experienced Trauma: Policies and Strategies for Early Care and Education](#)

[Parenting a Child Who Has Experienced Trauma](#)

[Child Trauma Toolkit for Educators](#)

[Talking to Children about the Shooting](#)