STATUS	TASK	APPENDIX	DATE	SUBMISSION
	September Budget		September 30	Baseline*Edge*
	Accreditation Documentation		September 30	Baseline*Edge*
	Official Transcripts (new teachers only)		October 1	Mail to Montgomery Office
	Teacher Salary Schedules	A		
	Parent Fee Sliding Scale For Tiered and Plus Grants	B		
	Family Information Form	C	Within 20 days of start of school	On-Site
	Parent Contract (Give families copy of section CF 1-4 to at orientation)	D	Within 20 days of start of school	Originals to be picked up by Program Monitor; copies should be kept on site
	Notice of Receipt and Explanation of Code of Student Behavior	E	Within 20 days of start of school	On-Site
	Health Screening Permission & Review	F	Permission by 20th day of school, parent review due by May 15, 2015	On Site
	Child Health Screening Record	G	March 31, 2015	On-Site
	Waiver Request Form	H	Ongoing	Electronically to Regional Managers
	New Student Checklist	I	Ongoing	On-Site
	Immediate Suspension Notification Form	J	As Needed	Electronically to Regional Managers
	Family Involvement Sign-In	K	Parent Orientation due within 20 days of start of school	On-Site
	Suggested Topics to Cover During Parent Orientation	L		

	Annual calendar of planned parent involvement activities		October 1	On-Site
	Copies of Staff Background Checks- Lead, Auxiliary, Substitutes		October 1	Mailed to Pimika Humphries at OSR
	Individual Parent/Family Involvement Log	M	Ongoing	On-Site
	January Budget		January 15	Baseline*Edge*
	Code of Alabama for the Office of School Readiness	N		
	Classroom Inventory and Purchase List	O	Ongoing	On-Site; to be checked by Program Coaches and Monitors
	Alabama's Mandatory Child Abuse and Neglect Law	P		
	Ages and Stages Questionnaire (ASQ-3) – to be completed by parents	On External Drive	September 30	On-Site
	Children with Special Needs	Q		
	Intervention Request Form	R	As Needed	Electronically to Regional Managers
	Required Equipment, Materials and Supplies	S	Ongoing	
	June Budget		June 15	Baseline*Edge*

LEAD TEACHER:

State of Alabama Minimum Salary Schedule for Teachers
187-Day Contract*

	Bachelor BS*	Master MS*
<3	36,867	42,395
<6	40,551	46,634
<9	42,327	48,675
<12	42,894	49,329
<15	43,674	50,223
<18	44,670	51,371
<21	45,247	52,032
<24	45,825	52,699
<27	46,370	53,245
27+	46,917	53,792

*To be enacted FY2016

AUXILIARY TEACHER:

CDA/Required Coursework

First Class Salary	$18,033

OSR only ***requires*** programs to pay the CDA salary for auxiliary teachers. If the auxiliary teacher has a higher credential, programs may *choose* to pay the recommended salary for that credential.

If the Auxiliary Teacher salary exceeds the current salary of Teacher's Aides in public school sites, it is recommended that the school develop a new classification to reflect the increased education requirement and increased work expectations of an OSR Auxiliary Teacher.

OSR First Class Pre-K Program

Parent Fee Sliding Scale for Tiered and Plus Grants

Household Size	100%	200%	300%	400%
1	$11,670	$23,340	$35,010	$46,680
2	15,730	31,460	47,190	62,920
3	19,790	39,580	59,370	79,160
4	23,850	47,700	71,550	95,400
5	27,910	55,820	83,730	111,640
6	31,970	63,940	95,910	127,880
7	36,030	72,060	108,090	144,120
8	40,090	80,180	120,270	160,360

2015-2016 Sliding Fee Scale
For Alabama First Class Pre-K Program

Percentage of Poverty	Parent Fees Not To Exceed
0-200%	**$40/ month**
201-300%	**$100/ month**
301-400%	**$200/ month**
>400%	**$300/ month**

Parent Fees are not a requirement of the First Class Pre-Kindergarten program. However, programs may choose to request parent fees (tuition) based on the above guidelines. No child may be refused access to First Class Pre-Kindergarten program based on inability to pay. Children designated as Title I, Title III, Migrant, or Homeless may not be charged fees.

Alabama First Class Pre-Kindergarten Program
Family Information Form

Children must be 4 years old by September 1, 2015 to be eligible for the 2015-16 school year

Today's Date: _____

Classroom Teacher: _____ **County:** _____

Child's Name: First_____**Middle**_____**Last** _____

Preferred Name: _____ **Child's Date of Birth:** _____

Child's Age: _____ **Gender:** ___ **Male** ___ **Female**

Language Spoken at Home: _____

Child's Social Security Number:_____-_____-_____*

Race/Ethnicity of Child: (circle one): Black / White / Hispanic / Asian / Other _____

Parent/Guardian Name: First_____**Middle**_____ **Last**_____

Relationship to child: _____

Address:_____**City**_____**Zip**_____

Alternate Address:_____**City**_____**Zip**_____

Email Address:

_____

Phone Number (____)_____**Alternate Phone Number (____)**_____

Emergency Contact Name:_____**Phone (____)**_____

Medical / Developmental Diagnoses:

_____

Name of Medical Insurance Carrier:_____**Policy #:** _____

* Failure of a parent or guardian to provide a child's Social Security Number will not bar a child from being enrolled in the First Class Pre-K program. Federal and state laws require The Alabama Department of Children's Affairs and its grantees to protect Social Security Numbers from disclosure to unauthorized parties.

Please answer the following questions:

Is your child currently receiving services from the local school system? YES NO
If yes, what services?

_____

Does your child have a current Individualized Education Plan (IEP)? YES NO

Has your child attended Early Head Start or Head Start? YES NO
___less than 1 year _1 year more than 1 year

Has your child attended a center based child care program? YES NO
___less than 1 year _1 year more than 1 year

Has your child attended a home based child care program? YES NO
___less than 1 year 1 year more than 1 year

Has your child participated in a home visiting program? YES NO
___less than 1 year _1 year more than 1 year

Has your child attended another preschool program? YES NO
___less than 1 year _1 year more than 1 year

Are you a parent of a child under 19? YES NO

Do you have any related children under 19 living with you? YES NO

Do you receive Family Assistance benefits (TANF) from the Department of Human Resources? YES NO

Do you receive food stamp benefits? YES NO

Do you or your children receive Medicaid benefits or All Kids? YES NO

Does your child(ren), under the age of 19, living with you, participate in the reduced or free lunch program at school? YES NO

Do you receive help with the cost of childcare for your child(ren) through the Childcare Management Agency or

JOBS? YES NO

Does your child(ren)receive WIC? YES NO

Please locate the number of people in your household and circle the income in that row that is closest to your annual (yearly) household income. This information is used to determine the parent fees if you are attending a program that charges fees. All information is confidential.

Household Size	100%	200%	300%	400%
1	$11,670	$23,340	$35,010	$46,680
2	15,730	31,460	47,190	62,920
3	19,790	39,580	59,370	79,160
4	23,850	47,700	71,550	95,400
5	27,910	55,820	83,730	111,640
6	31,970	63,940	95,910	127,880
7	36,030	72,060	108,090	144,120
8	40,090	80,180	120,270	160,360

This Section to Be Completed by Program Staff if child is randomly selected for OSR Classroom:

Enrollment Date: _____

Withdrawal/Dismissal Date: _____

Reason for Withdrawal/Dismissal: _____

Parent Fee Amount: $_____per month

Disability Information: _____

Services Child is Receiving: _____

Alabama First Class Pre-K
Parent Contract

Class Name: _____ County: _____

Teacher: _____

The intent is for your child to gain the greatest possible benefits from this preschool experience. As space is limited, selection to the program is a privilege that requires parental responsibilities. Each parent is asked to carefully consider the following requirements for participating in the program. Your signature will acknowledge that you understand and agree to abide by these guidelines.

I agree to:

1. Attend an orientation session at the beginning of the school year.
2. Attend one scheduled parent conference each semester resulting in two conferences per school year.
3. Meet with my child's teacher in my home if requested to do so.
4. Complete a minimum of 12 hours of parent involvement.
5. Have my child at school by _____ a.m. (Children are not admitted into the building before _____ a.m.)
6. Pick up my child at _____ p.m. (Children must be picked up no later than _____p.m.)
7. Send a written excuse to my child's teacher for every absence.
8. Assume responsibility for my child's conduct.
9. Submit all appropriate forms and documentation to my child's teacher by given deadlines.
10. Work cooperatively with my child's teacher by agreeing to read and follow Section CF 1-4 of the OSR Program Guidelines. I understand that these procedures apply to all students and parents in the Alabama First Class Pre-K Program and at activities and events sponsored by the OSR Pre-K program staff.
11. Give permission to OSR to follow the academic performance of my child for the next four years (pre-K through 3rd grade.)
12. Give permission to OSR to photograph and videotape my child engaged in instructional activity and to use photos and/or videos on social media and other media for program publicity.
13. Give permission to use my child's demographic information for OSR reports and publications (no identifiable information will be directly associated with your child.)

I understand that failure to comply with any of these guidelines will result in my child's dismissal from the Alabama First Class Pre-K Program.

_____ _____ _____ _____

Child's Name Parent/Guardian Signature Date

Alabama First Class Pre-K Program

Notice of Receipt and Explanation of Code of Student Behavior

I, _____ (parent/guardian), have received a copy of the Alabama Pre-K Child and Family Section (CF 1-4) of the OSR Program Guidelines. I have read and understand these procedures. I acknowledge that these procedures apply to all students and parents in the Alabama First Class Pre-K program and at activities and events sponsored or supervised by Alabama First Class Pre-K program staff.

My signature below indicates that I agree to adhere to these policies and procedures.

_____ _____

Class Name County

_____

Child's Name

_____ _____

Parent/Guardian Signature Date

_____ _____

Parent/Guardian Signature Date

_____ _____

Teacher Signature Date

Alabama First Class Pre-K Program

Health Screenings Permission & Review Form

The Alabama First Class Pre-K program is committed to making sure that pre-K children are healthy. To do this, our classrooms offer onsite health screenings at no cost. Please check the screenings you agree to allow medical personnel (such as nurses) and trained professionals to administer to your child. You may also choose to opt out of your child being screened.

I agree that my child may participate in the following screenings:

____ Vision

____ Dental

____ Hearing

____ Physical

____ All of the above

____ I do **not** want my child to participate in any health screenings offered through the Alabama First Class Pre-K program

_____
Student Name

_____ _____
Parent/Guardian Signature Date

_____ _____
Teacher Signature Date

TO BE COMPLETED AFTER PARENT/GUARDIAN HAS REVIEWED SCREENING RESULTS

I have been given the opportunity to review the results of the health screenings my child received.

_____ _____
Parent/Guardian Signature Date

APPENDIX G
Alabama First Class Pre-K Program
CHILD HEALTH SCREENING RECORD
*To be completed by nurse or trained professional (**NOT** Pre-K teacher or OSR Director)*

Class Name: _____ County: _____

Student Name: _____ Date of Birth: ____/____/____
Last *First* *Middle*

VISION

Date _____

Check one for each eye:

Left: ❑ Pass ❑ Fail

Right: ❑ Pass ❑ Fail

Comments:

_____

_____

_____

Child missed screening due to:

❑ Absent ❑ Refusal

❑ Enrollment after screening

_____
Signature of Screener

_____
Date

HEARING

Date _____

Check one for each ear:

Left: ❑ Pass ❑ Fail

Right: ❑ Pass ❑ Fail

Comments:

_____

_____

_____

Child missed screening due to:

❑ Absent ❑ Refusal

❑ Enrollment after screening

_____
Signature of Screener

_____
Date

DENTAL

Date _____

Results:

___ Should see a dentist

___ Normal exam/no concerns

Additional Notes: _____

_____

_____

_____

Child missed screening due to:

❑ Absent ❑ Refusal

❑ Enrollment after screening

_____
Signature of Screener

_____
Date

PHYSICAL

Date _____

Results:

Height: _____

Weight: _____

Body Mass Index (BMI): _____

Blood Pressure: _____

Concerns/Recommendations:

_____

Child was not screened due to:

❑ Absent ❑ Refusal

❑ Enrollment after screening

_____
Signature of Screener

_____
Date

Alabama First Class Pre-K Program

Waiver Request Form (Submit to Regional Manager)

Name of Class: _____ County: _____

First Class Coach: _____ First Class Monitor: _____

Teacher: _____ Email: _____

Person Submitting Request: _____ Contact Number: _____

Request to:

___ **INCREASE** class size from _____ to _____ (Head Start Programs only)

Classroom square footage: _____

Playground square footage: _____

___ **DECREASE** class size from _____ to _____

If decreasing class size, please provide the following information:

Do you have any other waivers to decrease class size? YES NO
If yes, how many? _____

Child's Name: _____

Child's Diagnosis (if applicable): _____

Does the child have a current IEP? YES NO

If yes, what services are they currently receiving? _____

Is anyone from the local school system coming into your classroom to assist this child? YES NO
If so, how often?

If the child does not have an IEP, have the parents agreed to a referral for special education testing? YES NO

Do you have your OSR Director's support for this waiver request? YES NO

Do you have your First Class Coach's support for this waiver request? YES NO

Do you have your First Class Monitor's support for this waiver request? YES NO

Please describe specific examples of how this child requires more time from both teachers than other children. Please be as detailed as possible. Since we are not able to visit each classroom and observe each child we rely on this information to support our decision.

Alabama First Class Pre-K Program
New Student Checklist

_____ Family Information Form

_____ Ages and Stages-3 (ASQ-3)- parent completed

_____ Parent Contract (original to OSR, copy kept on site)

_____ Notice of Receipt and Explanation of Code of Student Behavior

_____ Child Health Screening Record

_____ Add new student to Baseline*Edge* (mark the old student "withdrawn" and enter the withdrawal date)

_____ Add new student to Teaching Strategies GOLD (***Director*** will need to archive the old student first)

Alabama First Class Pre-K Program

Immediate Suspension Notification Form

Suspension in the Alabama First Class Pre-K Program is not used for punishment. The purpose of suspension is to give the student time away from the classroom. During this time, the teachers will further assess the situation and with the family's help, develop strategies to help ensure the child's future success.

Please send the following information to the First Class Regional Manager:

Date: _____

Student Name: _____

Class Name: _____

County: _____

First Class Coach: _____

First Class Monitor: _____

Dates of Suspension: _____

Suspension Number: 1 2 3

Documented Reason(s) for Suspension:

Please list the strategies, agreed upon by the family and teachers, which will be implemented upon the student's return to improve behavior:

OSR Program Guidelines Section CF 4.4: An immediate suspension for up to two (2) days can be made at any time the Pre-K provider determines a child is causing harm to himself/herself or others; or, a child is unable to successfully participate in program activities. Programs can implement immediate suspension (up to two days) on a maximum of three occasions per child. No prior approval is needed; however, the First Class Regional Manager **must** be notified the same day such action has been taken using the Suspension Notification Form.

Alabama First Class Pre-K Program

Family Involvement Sign-In

Class Name: _____

County: _____

Teacher: _____

Title of Activity: _____

Number in Attendance: _____

	Parent/Guardian's Signature	**Relation to Child**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Additional Information:

_____

_____

_____

_____

_____

_____

_____

Alabama First Class Pre-K Program

Suggested Topics to Cover During Parent Orientation

1. Explanation of First Class Pre-K
2. Local program policies and procedures (recommended to be in writing)
3. How to complete the required paperwork
4. What a developmentally appropriate classroom for 4 year-olds look like
5. Parent completed Ages and Stages (ASQ-3) Developmental screener
6. What parents should expect from the program
7. What program staff will expect from the parents (First Class Pre-K parent contract)
8. Information about parent involvement opportunities
9. Anticipated outcomes of participation in the program – Teaching Strategies GOLD Assessment, lesson planning, intentional teaching
10. Code of student behavior (Give parents a copy of Section CF 1-5 of OSR Program Guidelines and have them sign form in Appendix I)
11. Upcoming events and deadlines

APPENDIX M
Family Involvement Log

Class: _____ Year: _____	Orientation August													
Child Name	2 hrs.													
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														
19.														
20.														
21.														
Monitor Initial/Date														

Alabama Pre-Kindergarten Program
Code of Alabama for the Office of School Readiness

Alabama Office of School Readiness, Code of Alabama, Section 26-24-23,24,25

Duties of office.

The Office of School Readiness shall do all of the following:

(1) Establish criteria and administer such programs and services as may be necessary for the operation and management of a voluntary prekindergarten program.

(2) Administer such programs and services as may be necessary for the operation and management of preschool and certain child development programs coordinating with the Department of Education for the inclusion of preschool special education.

(3) Ensure that the prekindergarten program provides a developmentally appropriate preschool program emphasizing growth in language and literacy, math concepts, science, arts, physical development, and personal and social competence.

(4) Receive and disperse any funds appropriated to the office from the Legislature for the establishment, operation, and administration of the prekindergarten program. The budget of the office shall be part of the Department of Children's Affairs.

(5) Assist local units of administration in this state so as to assure the proliferation of services under this article.

(6) Coordinate with the regulatory division for the licensing of child care centers and with the administration of the United States child and adult care food programs at the child care centers participating in the prekindergarten program.

(7) Issue annual reports to the Governor and the Legislature concerning the administration and operation of the prekindergarten program.

(8) Provide leadership for enhancement of school readiness in this state by aggressively establishing a unified approach to the state's efforts toward enhancement of school readiness. In support of this effort, the office may develop and implement specific strategies that address the state's school readiness programs.

(9) Safeguard the effective use of federal, state, local, and private resources to achieve the highest possible level of school readiness for the state's children.

(10) Provide technical assistance to local programs.

(11) Assess gaps in services.

(12) By January 2001, adopt a system for measuring school readiness that provides objective data regarding the expectations for school readiness, and establish a method for collecting the data and guidelines for using the data. The measurement, the data collection, and the use of the data must serve the statewide school readiness goals. The criteria for determining which data to collect should be the usefulness of the data to state policymakers and local programs' administrators in administering programs and allocating state funds, and must include the tracking of school readiness system information back to individual school readiness programs to assist in determining program effectiveness.

(Act 2000-613, p. 1230, §5.)

Entities that may participate.

The following entities may voluntarily, but shall not be required to, participate in the programs and services administered by the Office of School Readiness:

(1) Public schools.

(2) Private schools.

(3) Churches.

(4) Existing public prekindergarten programs.

(5) Existing private prekindergarten programs.

(6) Existing nonprofit prekindergarten programs.

(7) Any other entities or programs approved by the office.

(Act 2000-613, p. 1230, §6.)

Collaboration on programs.

As additional funds become available, all programs within each county participating in school readiness shall collaborate on early education and child care programs that are funded with state and/or federal funding including, but not limited to, adult and community education programs, Even-Start literacy programs, prekindergarten early intervention programs, Head Start programs, programs offered by public and private providers of child care, migrant prekindergarten programs, Title 1 programs, subsidized child care programs, and teen parenting programs, together with any additional funds appropriated or obtained for this section. These programs shall be components of the integrated school readiness program.

(Act 2000-613, p. 1230, §7.)

Alabama First Class Pre-K Program

Classroom Inventory and Purchase List

Class: _____ **County:** _____

Teacher: _____ **Email:** _____

First Class Monitor: _____

*NOTE: Individual non-consumable items over **$300.00** must be pre-approved by the assigned First Class Monitor* PRIOR to purchasing.

Equipment/Materials/Supplies	Company	Quantity	Total	Received First Class Monitor's initials & date

Approved By: _____ Date: _____

APPENDIX P
Alabama First Class Pre-K Program
Alabama's Mandatory Child Abuse and Neglect Law

CODE OF ALABAMA
TITLE 26. INFANTS AND INCOMPETENTS. CHAPTER 14. REPORTING OF CHILD ABUSE OR NEGLECT.

§ 26-14-1. Definitions.

For the purposes of this chapter, the following terms shall have the meanings respectively ascribed to them by this section:

(1) Abuse. Harm or threatened harm to a child's health or welfare. Harm or threatened harm to a child's health or welfare can occur through nonaccidental physical or mental injury, sexual abuse or attempted sexual abuse or sexual exploitation or attempted sexual exploitation. "Sexual abuse" includes the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or having a child assist any other person to engage in any sexually explicit conduct or any simulation of the conduct for the purpose of producing any visual depiction of the conduct; or the rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children as those acts are defined by Alabama law. "Sexual exploitation" includes allowing, permitting, or encouraging a child to engage in prostitution and allowing, permitting, encouraging or engaging in the obscene or pornographic photographing, filming, or depicting of a child for commercial purposes.

(2) Neglect. Negligent treatment or maltreatment of a child, including the failure to provide adequate food, medical treatment, supervision, clothing, or shelter.

(3) Child. A person under the age of 18 years.

(4) Duly constituted authority. The chief of police of a municipality or municipality and county; or the sheriff, if the observation of child abuse or neglect is made in an unincorporated territory; or the Department of Human Resources; or any person, organization, corporation, group, or agency authorized and designated by the Department of Human Resources to receive reports of child abuse and neglect; provided, that a "duly constituted authority" shall not include an agency involved in the acts or omissions of the reported child abuse or neglect.

§ 26-14-2. Purpose of chapter.

In order to protect children whose health and welfare may be adversely affected through abuse and neglect, the legislature hereby provides for the reporting of such cases to the appropriate authorities. It is the intent of the legislature that, as a result of such efforts, and through the cooperation of state, county, local agencies and divisions of government, protective services shall be made available in an effort to prevent further abuses and neglect, to safeguard and enforce the general welfare of such children, and to encourage cooperation among the states in dealing with the problems of child abuse.

§ 26-14-3. Mandatory reporting.

(a) All hospitals, clinics, sanitariums, doctors, physicians, surgeons, medical examiners, coroners, dentists, osteopaths, optometrists, chiropractors, podiatrists, nurses, school teachers and officials, peace officers, law enforcement officials, pharmacists, social workers, day care workers or employees, mental health professionals, members of the clergy as defined in Rule 505 of the Alabama Rules of Evidence, or any other person called upon to render aid or medical assistance to any child, when the child is known or suspected to

be a victim of child abuse or neglect, shall be required to report, or cause a report to be made of the same, orally, either by telephone or direct communication immediately, followed by a written report, to a duly constituted authority.

(b) When an initial report is made to a law enforcement official, the official subsequently shall inform the Department of Human Resources of the report so that the department can carry out its responsibility to provide protective services when deemed appropriate to the respective child or children.

(c) When the Department of Human Resources receives initial reports of suspected abuse or neglect involving discipline or corporal punishment committed in a public or private school or suspected abuse or neglect in a state-operated child residential facility, the Department of Human Resources shall transmit a copy of school reports to the law enforcement agency and residential facility reports to the law enforcement agency and the operating state agency which shall conduct the investigation. When the investigation is completed, a written report of the completed investigation shall contain the information required by the State Department of Human Resources which shall be submitted by the law enforcement agency or the state agency to the county department of human resources for entry into the state's central registry.

(d) Nothing in this chapter shall preclude interagency agreements between departments of human resources, law enforcement, and other state agencies on procedures for investigating reports of suspected child abuse and neglect to provide for departments of human resources to assist law enforcement and other state agencies in these investigations.

(e) Any provision of this section to the contrary notwithstanding, if any agency or authority investigates any report pursuant to this section and the report does not result in a conviction, the agency or authority shall expunge any record of the information or report and any data developed from the record.

(f) Subsection (a) to the contrary notwithstanding, a member of the clergy shall not be required to report information gained solely in a confidential communication privileged pursuant to Rule 505 of the Alabama Rules of Evidence which communication shall continue to be privileged as provided by law.

§ 26-14-5. Contents of reports.

The reports provided for in this chapter shall state, if known, the name of the child, his whereabouts, the names and addresses of the parents, guardian or caretaker and the character and extent of his injuries. The written report shall also contain, if known, any evidence of previous injuries to said child and any other pertinent information which might establish the cause of such injury or injuries, and the identity of the person or persons responsible for the same.

§ 26-14-6. Temporary protective custody.

A police officer, a law enforcement official or a designated employee of the State or County Department of Human Resources may take a child into protective custody, or any person in charge of a hospital or similar institution or any physician treating a child may keep that child in his custody, without the consent of the parent or guardian, whether or not additional medical treatment is required, if the circumstances or conditions of the child are such that continuing in his place of residence or in the care and custody of the parent, guardian, custodian or other person responsible for the child's care presents an imminent danger to that child's life or health. However, such official shall immediately notify the court having jurisdiction over juveniles of such actions in taking the child into protective custody; provided, that such custody shall not exceed 72 hours and that a court of competent jurisdiction and the Department of Human Resources shall be notified immediately in order that child-protective proceedings may be initiated. During such period of temporary custody, the director of the county department of human resources

may give or cause to be given effective consent for medical, dental, health and hospital services for any abused or neglected child.

§ 26-14-6.1. Duties and responsibilities for investigation of reports.

The duty and responsibility for the investigation of reports of suspected child abuse or neglect shall be as follows:

(1) Reports of suspected child abuse or neglect involving disciplinary or corporal punishment committed in a public or private school or kindergarten shall be investigated by law enforcement agencies.

(2) Reports of suspected child abuse or neglect committed in a state-operated child residential facility shall be investigated by law enforcement agencies.

(3) All other reports of suspected child abuse and neglect shall be investigated by the Department of Human Resources.

§ 26-14-7. Duties of Department of Human Resources.

(a) The State or County Department of Human Resources shall make a thorough investigation promptly upon either the oral or written report. The primary purpose of such an investigation shall be the protection of the child.

(b) The investigation, to the extent that is reasonably possible, shall include:

(1) The nature, extent and cause of the child abuse or neglect;

(2) The identity of the person responsible therefor;

(3) The names and conditions of other children in the home;

(4) An evaluation of the parents or person responsible for the care of the child;

(5) The home environment and the relationship of the child or children to the parents or other persons responsible for their care; and

(6) All other data deemed pertinent.

(c) The investigation may include a visit to the child's home, an interview with the subject child, and may include a physical, psychological or psychiatric examination of any child or children in that home. If the admission to the home, school or any other place that the child may be, or permission of the parent or other persons responsible for the child or children, for the physical, psychological or psychiatric examination, cannot be obtained, then a court of competent jurisdiction, upon cause shown, shall order the parents or persons responsible and in charge of any place where the child may be to allow the interview, examinations and investigation. If, before the examination is complete, the opinion of the investigators is that immediate removal is necessary to protect a child or children from further abuse or neglect, a court of competent jurisdiction, on petition by the investigators and with good cause being shown, shall issue an order for temporary removal and custody.

(d) The county department of human resources shall make a complete written report of the investigation, together with its recommendations. Such reports may be made available to the appropriate court, the district attorney and the appropriate law enforcement agency upon request. The county department of human resources shall make a written report or case summary, together with services offered and accepted to the state's central registry on forms supplied by the registry for that purpose.

§ 26-14-7.1. Due process rights for persons under investigation by department.

Any person who comes under investigation by the Department of Human Resources for the abuse or neglect of a child or children and who is employed by, serves as a volunteer for, holds a license or certificate for, or is connected with any facility, agency, or home which cares for and controls any children and which is licensed, approved, or certified by the state, operated as a

state facility, or any public, private, or religious facility or agency that may be exempt from licensing procedures shall be granted the following due process rights by the Department of Human Resources:

(1) The department shall notify the alleged perpetrator that an investigation has commenced against him after such investigation has officially begun in accordance with written policies established by the Department of Human Resources. The notice shall be in writing and shall state the name of the child or children allegedly abused, the date or dates that the alleged abuse is thought to have occurred, and the substance of the person's actions which are alleged to be abusive. The department shall establish and maintain written policies outlining the specifics of such notification and other policies deemed necessary and prudent by the department to inform the alleged perpetrator of his rights and the procedures utilized by the department involving child abuse and neglect investigations.

(2) If the department conducts an investigation relating to child abuse/neglect, the alleged perpetrator shall be notified of the investigator's conclusions.

(3) If the department's investigators conclude that child abuse/neglect is indicated, an investigative hearing may be held to confirm or reject the investigators' conclusions.

(4) The alleged perpetrator shall be given ten departmental working days from the receipt of the notification of the investigator's conclusions to request a hearing, and such request must be in writing. If no such request is received in the department's office within ten departmental working days, the alleged perpet rator's opportunity for a hearing shall be considered waived by the department.

(5) The employer of an alleged perpetrator shall not be notified of the investigator's conclusions prior to a hearing or its waiver unless, in the opinion of the department's investigators, a child is in danger of abuse or neglect; in such case, any person in a position to discover, prevent or protect the child from his abuse or neglect may be informed of information gathered in the investigation prior to a requested investigative hearing for the alleged perpetrator.

(6) The alleged perpetrator shall be notified of the date, time, and place of any investigative hearing. Such hearing shall not be open to the public.

(7) The alleged perpetrator shall have the following rights at any departmental investigative hearing:

a. The right to present his case himself or be represented by legal counsel or any other person.

b. The right to present written evidence, oral testimony, and witnesses.

c. The right to be provided by the department a short and plain written statement of the matters asserted which will be presented at the hearing.

d. The right to review and copy at cost any written or recorded statement made by the alleged perpetrator to departmental personnel in the course of the child abuse/neglect investigation. This request must be made prior to the date for the hearing.

e. The right to review and copy at cost, before or during the hearing, the written material and other evidence in possession of the department which will be placed into evidence at the hearing.

f. The right to inspect any exculpatory evidence which may be in the possession of departmental investigators, and the right to be informed of such evidence if known by departmental investigators before the hearing; provided, that a request for such evidence is made at least five working days prior to the date set for the hearing.

g. The right to review and copy at cost all non-confidential department documents pertinent to the case, including written policies and rights.

h. The right to cross-examine witnesses testifying at the hearing.

i. The right to request issuance of subpoenas to witnesses and compel attendance. This request must be received no later than ten calendar days prior to the hearing, unless a shorter time is agreed upon by the hearing officer.

j. The right to review and copy at cost all documents in the official hearing file maintained by the hearing officer.

k. The right to have a hearing officer appointed who shall be disinterested, fair, and impartial.

(8) The Department of Human Resources or its investigative hearing officers shall have the power and authority to issue subpoenas to compel attendance by and production of documents from any witness. Subpoenas may be served in the same manner as subpoenas issued out of any circuit court. Where any witness has been summoned by the Department of Human Resources, its commissioner or any of his agents, and said witness refuses to appear, testify, or produce records or documents as requested; then any circuit court in this state, or any judge thereof, on application, may issue an attachment for such person and compel him to comply with such order and the court or judge shall have power to punish for contempt in cases of disobedience of such order.

(9) The Department of Human Resources shall establish policies and written guidelines for the conduct and procedures involved in an investigative hearing. At such hearing, the fact that there was a finding by a juvenile court judge or by a criminal court that child abuse or neglect has occurred shall be presumptive evidence that the report should be marked indicated.

(10) The hearing officer shall notify the alleged perpetrator in writing of the hearing officer's decision.

(11) Results of investigative hearings:

a. If the hearing officer concludes that child abuse and/or neglect is "indicated," such findings and evidence shall be filed with the appropriate district attorney and other law enforcement officials which the department may deem necessary.

b. The alleged perpetrator's employer or licensing/certifying agency or group may also be notified of the "indicated" findings. Such notification shall be marked "Confidential" and "To Be Used Only For The Purpose Of Discovery Or Preventing Child Abuse." The department shall establish written policies for notification of employers, prospective employers and licensing/certifying agencies or groups.

§ 26-14-7.2. Child denied medical treatment due to parents' religious beliefs.

(a) When an investigation of child abuse or neglect by the Department of Human Resources determines that a parent or legal guardian legitimately practicing his or her religious beliefs has not provided specific medical treatment for a child, the parent or legal guardian shall not be considered a negligent parent or guardian for that reason alone. This exception shall not preclude a court from ordering that medical services be provided to the child when the child's health requires it.

(b) The department may, in any case, pursue any legal remedies, including the initiation of legal proceedings in a court of competent jurisdiction, as may be necessary to provide medical care or treatment for a child when the care or treatment is necessary to prevent or remedy serious harm to the child, or to prevent the withholding of medically indicated treatments from disabled infants with life-threatening conditions. Upon application by the department, the court may issue prelitigation or pretrial discovery orders for persons, medical records, and other documents or materials.

§ 26-14-8. Statewide central registry.

(a) For the purposes of this section, the following words shall have the following meanings, respectively:

(1) Indicated. When credible evidence and professional judgment substantiates that an

alleged perpetrator is responsible for child abuse or neglect.

(2) Not indicated. When credible evidence and professional judgment does not substantiate that an alleged perpetrator is responsible for child abuse or neglect.

(b) The Department of Human Resources shall establish a statewide central registry for reports of child abuse and neglect made pursuant to this chapter. The central registry shall contain, but shall not be limited to:

(1) All information in the written report;

(2) Record of the final disposition of the report, including services offered and services accepted;

(3) The names and identifying data, dates and circumstances of any persons requesting or receiving information from the registry; provided, however, that requests for information and responses where no report exists may be destroyed after three years from the date of the request;

(4) The plan for rehabilitative treatment; and

(5) Any other information which might be helpful in furthering the purposes of this chapter.

(c) The Department of Human Resources shall establish and enforce reasonable rules and regulations governing the custody, use and preservation of the reports and records of child abuse and neglect. Child abuse and neglect reports and records shall be limited to the purposes for which they are furnished and by the provisions of law under which they may be furnished. The reports and records of child abuse and neglect and related information or testimony shall be confidential, and shall not be used or disclosed for any purposes other than:

(1) To permit their use to prevent or to discover abuse or neglect of children through the information contained therein, except reports or records in cases determined to be "not indicated" shall not be used or disclosed for purposes of employment or other background checks; or

(2) For investigation of child abuse or neglect by the police or other law enforcement agency; or

(3) For use by a grand jury upon its determination that access to such reports and records is necessary in the conduct of its official business; or

(4) For use by a court where it finds that such information is necessary for the determination of an issue before the court; or

(5) For use by any person engaged in bona fide research who is authorized to have access to such information by the Commissioner of the Department of Human Resources; or

(6) For use by any person authorized by a court to act as a representative for an abused or neglected child who is the subject of a report; or

(7) For use by a physician who has before him a child whom he reasonably suspects may be abused or neglected; or

(8) For use by an attorney or guardian ad litem in representing or defending a child or its parents or guardians in a court proceeding related to abuse or neglect of said child; or

(9) For use by federal, state, or local governmental entities, social service agencies of another state, or any agent of such entities, having a need for the information in order to carry out their responsibilities under law to protect children from abuse and neglect; or

(10) For use by child abuse citizen review or quality assurance or multidisciplinary review panels; or

(11) For use by child fatality review panels; or

(12) For public disclosure of the findings or information about the case of child abuse or neglect which has resulted in a child fatality or near fatality; the term "near fatality" means an act that, as certified by a physician, places the child in serious or critical condition. Information identifying by name persons other than the victim shall not be disclosed.

(d) The names of persons or information in the investigative report placed on the state's central registry which may be made available to the alleged perpetrator's employer, prospective employer, or others are those cases that the Department of Human Resources or the investigative hearing officer has determined child abuse or neglect to be indicated.

(e) In the case of any child abuse or neglect investigation which is determined to be "not indicated," the alleged perpetrator may request after five years from the completion of the investigation that his or her name be expunged from the central registry so long as the Department of Human Resources has received no further reports concerning the alleged perpetrator during said five years, at which time the department shall expunge said name.

(f) Nothing in this section shall be construed as restricting the ability of a department to refuse to disclose identifying information concerning the individual initiating a report or complaint alleging suspected instances of child abuse or neglect, except that the department may not refuse such a disclosure in cases in which a court orders such disclosure after the court has reviewed, in camera, the record of the department related to the report or complaint and has determined that it has reason to believe that the person making the report knowingly made a false report.

(g) Any person receiving reports or records of child abuse or neglect or related information under this section shall maintain the confidentiality of the documents and information and not disclose it except as authorized by law.

(h) Any violation of the provision of confidentiality shall be a Class A misdemeanor.

§ 26-14-9. Immunity from liability for actions under chapter.

Any person, firm, corporation or official, including members of a multidisciplinary child protection team, quality assurance team, child death review team, or other authorized case review team or panel, by whatever designation, participating in the making of a good faith report in an investigation or case review authorized under this chapter or other law or department practice or in the removal of a child pursuant to this chapter, or participating in a judicial proceeding resulting therefrom, shall, in so doing, be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

§ 26-14-10. Doctrine of privileged communications not grounds for exclusion of evidence as to child's injuries.

The doctrine of privileged communication, with the exception of the attorney-client privilege, shall not be a ground for excluding any evidence regarding a child's injuries or the cause thereof in any judicial proceeding resulting from a report pursuant to this chapter.

§ 26-14-11. Appointment of attorney to represent child.

In every case involving an abused or neglected child which results in a judicial proceeding, an attorney shall be appointed to represent the child in such proceedings. Such attorney will represent the rights, interests, welfare and well-being of the child, and serve as guardian ad litem for said child.

§ 26-14-12. Establishment of regulations by department of human resources.

The State Department of Human Resources may establish such regulations as may be necessary to implement this chapter and to encourage cooperation with other states in exchanging reports to effect a national registration system.

§ 26-14-13. Penalty for failure to make required report.

Any person who shall knowingly fail to make the report required by this chapter shall be guilty of a misdemeanor and shall be punished by a sentence of not more than six months' imprisonment or a fine of not more than $500.00.

Alabama First Class Pre-K Program

Children with Special Needs

Individuals with Disabilities Education Act Terminology

A child with a disability is defined in IDEA as a child with at least one of ten specifically defined physical, emotional, learning or cognitive disabilities and who, by reason of the condition, needs "special education" and "related services." At the discretion of the state, the definition may also include children ages three through nine or any subset of that age range, which are experiencing developmental delays.

Special Education is specially designed instruction to meet the unique needs of a child with a disability.

A child with a disability is entitled to FAPE, a free appropriate public education. That public education should be provided in the LRE, the least restrictive environment. The term FAPE is defined in pre-K through secondary school special education as related services that are provided at public expense, without charge to the parent, under public supervision and direction; meeting the state's educational standards; and addressing the individualized educational needs of the student. IDEA's least restrictive environment directive requires the inclusion of children with disabilities, in the general education program to the maximum extent appropriate.

An LEA, local education agency, is responsible for the identification and evaluation of children with disabilities and for the provision of FAPE to children found to be eligible for special education and related services.

Benefits of High Quality Pre-K for Children with Disabilities

Rigorous educational research consistently shows that at-risk children who attend high-quality pre-k programs demonstrate gains in early learning skills and throughout their K-12 years. Significantly, research also shows that children with disabilities who attend pre-K in inclusive environments demonstrate gains in social skills, self-regulation, language development, and cognition. Moreover, integrating children with disabilities into typical pre-K programs does not simply improve the educational experience for the children with disabilities – pre-K classrooms that utilize inclusive materials and curricula, along with appropriate supports and services, provide social and educational benefits to the general pre-K population as well.

Eligibility of Children Receiving Special Education Services in the Alabama First Class Pre-K program

A child who meets the eligibility requirements for the Alabama First Class Pre-K program and is also eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) will not be denied access to the Alabama First Class Pre-K program. Therefore, dual enrollment in special education and the Alabama First Class Pre-K program is permitted. Children should receive services and supports in accordance with their IEP. First Class teachers should seek to be on classroom children's IEP committees and obtain copies of the children's IEP in order to incorporate suggestions into class instruction.

If a pre-K provider suspects that a child has a disability or significant developmental delay, they are responsible for talking to the parent regarding referring that child to the appropriate local education agency (LEA) so that the child may be tested for eligibility to receive special education services. For contact information to local special education coordinators contact the Alabama State Department of Education at 334-242-9700 or www.alsde.edu.

Alabama First Class Pre-Kindergarten Program

Request for On-Site Special Needs Intervention – Submit electronically to Regional Manager

Person Submitting Request: _____ Date: _____

Class: _____ Name: _____County: _____

Address: _____ Phone: _____

Teacher: _____

Email: _____

First Class Coach: _____

Approval for this request? YES NO

First Class Monitor: _____

Approval for this request? YES NO

Child: _____

DOB: _____

Please answer the following questions and provide as much detail as possible. If the child has been suspended, please include copies of the suspension forms.

1. Does the child have any medical and/or educational diagnoses? YES NO
2. If yes, please list: _____
3. Does the child have an Individualized Education Plan (IEP)? YES NO
4. If yes, what services is the child currently receiving?
5. Is the child receiving any services in the classroom? YES NO
6. If yes, what services (including frequency & duration):
7. Reason for request:

8. Attempted interventions:

9. Child's response to interventions attempted:

10. How have the parents/guardians been involved?

11. What is your goal for this intervention?

Alabama First Class Pre-K Program
Required Equipment, Materials, and Supplies

***To be included in all classrooms the first year of operation and replaced in existing classrooms on an as needed basis**

BLOCKS:

- Unit Blocks (starter set), Cardboard Bricks/Hollow Blocks
- Small Vehicles (cars and trucks), Multi-Cultural People Figures, Career People Figures, Traffic Signs, Animal Figures, Street Rug
- 2 Shelves (Minimum)

* There should be enough blocks, space, and accessories for 3 or more children to build a large structure independently.

MATH:

- Counting Bears/Animals, Dominoes, Counting Games
- Magnet Numbers, Number BINGO, Tactile Number Templates, Number Peg Puzzles, Clock (for child play)
- Chain Links, Timers, Balance Scale, Tape Measure, Thermometers, Yardstick or Rulers, Measuring Cups/Spoons
- Pegs and Peg Boards, Sorting Trays, Nesting Cups, Playing Cards, 1 Inch Wooden Cubes, 1 Inch Tiles, Unifix or Snap Cubes
- Pattern Blocks and Cards, Attribute Blocks, Lacing Shapes, Stringing Shape Beads, Tangrams and Puzzles, Geoboards, Puzzles with Geometric Shapes, Magnetic Shapes
- 1 Shelf (Minimum))

*There should be at least 3-5 materials for counting, 3-5 materials for measuring, 3-5 materials for learning shape/size, 3-5 materials for comparing quantities, 3-5 materials for written numbers. (Sometimes a "math" item may be present in another area such as a thermometer in Science, ruler in writing)

FINE MOTOR:

- Gears, Magna-tiles, Tweezer Activities, Tinker Toys, Connecting Tubes, Interlocking Manipulatives, Beads and Strings, Lacing Cards, Magnetic Blocks, Links
- Puzzles (with many different subjects and number of pieces), Floor Puzzles, Knob Less and Knobbed Puzzles
- Puzzle Rack
- Legos, Bristle Blocks, Building Logs, Small Wood Table Top Blocks
- 1 Shelf with Bins (Minimum)

*A minimum of 3-5 small building and art materials, manipulatives and puzzles should be included.

NATURE AND SCIENCE:

- Collections of Natural Objects- Rocks and Minerals, Leaves, Seeds, Acorns, Pine Cones, Shells, Feathers, Nuts, Sticks, Spices

- Living Things- Models of Insects, Models of Animals, Live Plants, Aquarium (suggested), Bug Boxes, Root View Farm
- Science Tools- Thermometers, Flashlight, Prisms (plastic), Unbreakable Mirrors, Binoculars, Maps and Globes, Color Paddles, Various Types of Scales, Measuring Cups and Spoons, Linear Measuring Devices, Stop Watch, Hour Glass, Magnifiers
- Books, Games and Toys-Books (realistic pictures appropriate for Pre-K), Science Matching Cards/Sequence Cards, Games (realistic and fact based), Realistic Animals, Realistic Puzzles
- Sensory table or bins for sensory items (to accommodate 2 different activities at a time)
- Activities-Plastic Tubs for Soil and Sand, Water Experiments, Sink/Float, Magnetic Testing
- 1 Shelf (Minimum)

*At least 3-5 examples of collections of natural objects, at least 1 living object, 3-5 examples of books and/or games, 3-5 examples of science tools for activities (magnifying glasses, magnets, shaking cans, sink and float materials etc.). Note that some of these items may be teacher made or found in nature.

DRAMATIC PLAY:

- Dramatic Play Furnishings-Play Kitchen Set, Table and Chairs, Rug (if carpet isn't available), Doll Furniture, Dress Up Clothes Storage, Mirror
- Dramatic Play Props- Dolls (multi-cultural), Play Food from Different Cultures, Cash Register
- Home Props-Dishes, Pots and Pans, Eating and Cooking Utensils, Food Containers, Plastic Food Sets, Empty Food Containers, Small Appliances with Cords Removed, Mirror, Iron, Steering Wheel, Place Mats, Measuring Cups, Spoons, Graduated Size Mixing Bowls, Reading Glasses, Broom, Mop, Vacuum Cleaner, Hair Dryer, Curling Iron, Magazines, Telephones and Cells Phones, Telephone Books
- Dress Up Clothes-Community Helper Costumes, Cultural Costumes, *Female Gender Specific* such as Shoes, Purses, Scarves, Dresses, Skirts, Jewelry *Male Gender Specific* such as Ties, Wallets, Shoes, Jacket, Briefcase
- Theme Related Props/Curriculum Related Literature Props, Photos, Artifacts (should be changed out on a regular basis)
- Tool Box
- Doctor's Kits

*At least 3 or more types of dress up clothes, 2-3 gender specific examples of dress up clothes, props for at least 2 different themes available daily (menu, cash register, construction worker, etc.), 3 or more Home props (not counting dishes, pots and pans, plastic food). There should be a variety of "themes" available to be rotated and cultural diversity must be represented. Note many of these components are "found" materials (empty food containers, telephone books, cell phones, etc.)

LIBRARY:

- Wide Variety of Children's Books -Rhyming, Alliteration, Predictable, Informational/Factual, Classics, Award Winners, Nursery Rhymes and Poetry, Fantasy, Nature and Science, Race/Culture, People, Abilities, Animals, Variety of Big Books (minimum of 6), Class/Child Made Books, Photo Book of Class Trips or Events
- Library Area Furnishings-Pillows, Rug, Child- Size Rocker, Child-Size Sofa and Chair or Beanbag Chairs
- Alphabet, Beginning Sounds and Rhyming Word Puzzles, 3-D Letters, Letter Templates, Felt/Flannel Board, Felt Board Story Pieces, Puppets, Stuffed Animals
- 1 Face-Out Shelf for Books
- 1 Additional Shelf (with Baskets or Bins) to Organize Books

WRITING:

- Writing Materials- Variety of Paper, Clipboards, MagnaDoodle, Journaling/Notebook Pads, Writing Materials and Tools to be Placed in all Centers, Dry Erase Boards
- Suggested Materials- Catalogs, Office Forms, "Junk" Mail, Telephones, Message Pads, Guest Checks, Receipt Books, Order Forms, Envelopes
- Writing Tools- Pencils, Pens, Markers, Crayons, Chalk, Erasers, Pencil Sharpener, Dry Erase Markers/Crayons, Old Computer Keyboards, Children's Name Cards, Word/Picture Cards, Letter Stencils, Letter Stamps
- Furniture-Writing Center or Table/Chairs, 1 Shelf for Materials (Minimum)

* Note-Many of these materials are collected or "found"

ART:

- Drawing- Crayons (Fat and Small), Markers, Colored Pencils, Sidewalk Chalk, White and Colored Drawing Chalk
- Paints- Variety of Paints (Tempera, Finger, Watercolor, Glittter), Dot Art Painters, Paint Brushes, Sponges, Sponge Brushes, Paint Cups, Art Aprons
- Paper- Variety of Sizes, Weight, Texture and Colors
- 3D- Play Dough/Clay, Clay Cutter and other Clay Equipment, Styrofoam, Cardboard Tubes, Boxes, Bottles, Craft Sticks, Wood Pieces
- Collage- Sequins and Spangles, Paper Shapes, Yarn, String, Ribbon, Lace, Felt, Paper Scraps, Fabric Scraps, Wallpaper Samples, Wiggle Eyes, Chenille Pipe Cleaners, Glitter, Pom-Poms
- Tools- Stencils, Glue, Scissors, Hole Punchers, Tape (masking, clear, and colored), Stapler and Staples
- Furniture- Table and Chairs, Double Easel, Drying Rack, 1 Shelf for Materials (Minimum)

* There should be at least 3-5 painting materials, 3-5 three D materials, 3-5 Collage materials, 3-5 Art tools

MUSIC AND MOVEMENT:

- Instruments- CD Player/Listening Device, Set of 10 Children's Musical Instruments (Hand-made or Purchased)
- Music CD's or Tapes or IPod/IPad/MP3-Variety of Music Tapes/CD's for Children (minimum of 10)
- Dance Props- Scarves, Ribbon Rings, Streamers
- Furniture-1 Shelf for Storage (Minumum)

LISTENING CENTER:

- CD Player/Listening Device, CD Stories/Recorded Stories
- Storage for Listening Center

TECHNOLOGY:

- Minimum of 2 Tablet Type Devices (such as IPad-must be compatible with Teaching Strategies GOLD)-need internet connection to support technology

REST TIME:

- Cots (one per child)
- Cot sheets (one per child)
- Cot carrier

GROSS MOTOR:

*Children should have access and the opportunity to use equipment daily that promotes a variety of skills (balancing, climbing, ball play, steering/ pedaling wheeled toys). Portable equipment would include balls, hoops, tricycles w/helmets, parachutes, and cones. Stationary equipment would include developmentally appropriate climbing structures, sand/water table (if anchored), swings, etc. Children should have the opportunity for gross motor both indoors and outdoors.

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*For classrooms receiving the ECERS Assessment, "Substantial Portion of the Day-SPD" for various classroom areas means that items are accessible (within the child's reach and children are allowed to use them) for 1/3 of the center's operating hours. This is equivalent to 2 hours and 10 minutes for a 6.5 hour day.

*When purchasing shelving units, shelves should be low enough for teachers to easily see and monitor all children as they play in the indoor learning space. There should be a storage unit with individual cubbies for each child.

*When purchasing tables and chairs, the children's feet should be flat on the floor; table height should be approximately 8" above the chair seat (it is understood this will vary according to children in the classroom, and therefore might be a good idea to purchase a few chairs that are shorter than average for smaller children in the classroom).

ADDITIONAL ITEMS THAT MAY BE PURCHASED IF ADDITIONAL FUNDS ARE AVAILABLE

Additional Unit Blocks, Block Sets, Large Vehicles for Block Play

Puppet Stage and Additional Puppets

Magnetic Board and a Variety of Magnets

Additional Manipulatives

Additional Dramatic Play Dress-up Props

Additional Art Materials

Additional Paint and Play Dough/Clay Colors

Child-size Sofa and Chair

Playhouse, Farm Set, Garage Set; Play Mats such as Town/Farm

Tool Box, Tools, Workbench, Safety Glasses

Additional Dolls/ Doll Accessories