| STATUS | TASK | APPENDIX | SUBMISSION DEADLINE | SUBMISSION FORMAT |
|---|---|---|---|---|
| | **Initial Budget** | | September 30th | ECEData |
| | **Accreditation Documentation** | | September 30th | Copy to Monitor |
| | ***Official Transcripts (new non-certified lead & all auxiliary teachers only)*** | | Within 30 days of hire date | ***See Program Guidelines pg. 10 for full details***<br><br>Complete the online Teacher Credential Verification form. *See Laserfiche link at the end of the Appendices<br><br>Upload an unofficial transcript or provide your teaching certificate number that can be found at: https://tcert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx<br><br>Mail official copy to:<br>Alabama Dept. Early Childhood Education<br>Attn: Teacher Transcripts<br>P.O. Box 302755<br>Montgomery, AL 36130-2755 |
| | **Student Change Report (For new students or change in information for existing students)** | Online | As Needed | See Laserfiche link at the end of the Appendices |
| | **Teacher Salary Schedules** | A | | |
| | **Parent Fee Sliding Scale for Tiered and New Classrooms** | B | | |
| | **Background Check Verification Form** | C | Within 10 days of starting school<br>*or within<br>10 days of employment date for any new staff hired during the school year | Mail official notarized copy to:<br>Alabama Dept. of Early Childhood Education<br>Office of School Readiness<br>Attention: Background Verification Form<br>P.O. Box 302755<br>Montgomery, AL 36130-2755 |
| | **Health Screening Permission & Review** | D | Permission by 20th day of school; parent review by Dec. 15th | On-Site |
| | **Child Health Screening Record** | E | October 31st | On-Site |

| | | | | |
|---|---|---|---|---|
| | **Incident Report Form** | F | As Needed (but due to Region Director within 24 hours of incident) | Electronically to Region Directors |
| | **Modified Schedule Request Form** | G | As Needed | Electronically to Region Directors |
| | **Parent/Family Contract** | H | Within 20 days of start of school | Monitors will check onsite |
| | **Parent/Family Engagement Sign-In** | I | Parent Orientation due within 20 days of start of school | Onsite |
| | **Suggested Topics to Cover During Parent/Family Orientation** | J | | |
| | **Yearly plan of Family Engagement Activities & Monthly Calendar/Flyer/Newsletter of Family Engagement Opportunities** | | Yearly Family Engagement Plan due October 1st, Monthly Calendar/Flyer/Newsletter monthly as applicable | Onsite |
| | **Individual Parent/Family Engagement Log** | K | As Needed | Onsite |
| | **Amended Budget** | | January 31st | ECEData |
| | **Code of Alabama for the Office Of School Readiness** | L | | |
| | **Permission to Purchase** | M | Ongoing | Onsite; to be checked by Program Coaches and Monitors |
| | **Alabama's Mandatory Child Abuse and Neglect Law** | N | | |
| | **Children with Special Needs** | O | | |
| | **Required Equipment, Materials and Supplies** | P | As Needed | |
| | **Director, Teacher, Parent End of Year Surveys** | | Surveys go out March or April; Deadline for completion is April 30th | Electronic - participant will receive a link to the survey via email |
| | **Final budget** | Online | May 31st | ECEData |
| | **Help Me Grow Universal Resource Form** | Q | As Needed | Electronic - to care coordinator for your area via email or fax |

| | | | | |
|---|---|---|---|---|
| | **Mental Health Consultation Flow Chart** | R | | |
| | **Director Guidelines for Pre-Registration** | S | | |
| | **LaserFiche Links** | T | As Needed | |
| | **Self-Directed PD Approval Processes with Suggested Online/Virtual Professional Development Opportunities** | U | As Needed | |
| | **eDECA** | | Fall and Spring | Electronic - participant will complete following guidance from DECE staff |

## Appendix A: First Class Pre-K Lead & Auxiliary Teacher Base Salary

### *Lead Teacher Base Salary*

| | |
|---|---|
| **First Class Pre-K Lead Teacher Base Salary** | **$41, 690** |

### *Auxiliary Teacher Base Salary*

| | |
|---|---|
| **First Class Pre-K Auxiliary Teacher Base Salary** | **$20,400** |

The minimum required for all public and non-public school auxiliary teachers is a Child Development Associate (CDA) credential or the equivalent required coursework.

The 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 a First Class Pre-K Auxiliary Teacher.

***Note: Additional supplemental salary funding may be available for Lead Teachers with a Master's Degree as well as Auxiliary Teachers with an AA/AT Degree (to include 18 hours of Child Development/Early Childhood specific credits).***

## Appendix B 2021-2022 Sliding Fee Scale for the First Class Pre-K Program

*Based on the Annual 2021 Health & Human Services Poverty Guidelines and Federal Poverty Levels for the 48 Contiguous States and D.C.*

**Family Income and Poverty Levels**

2 people in household
Annual Income Choices:
1. $0 - $34,840
2. $34,841 - $52,260
3. $52,261 - $69,680
4. $69,681 or more

3 people in household
Annual Income Choices:
1. $0 - $43,920
2. $43,921 - $65,880
3. $65,881 - $87,840
4. $87,841 or more

4 people in household
Annual Income Choices:
1. $0 – $53,000
2. $53,001 - $79,500
3. $79,501 - $106,000
4. $106,001 or more

5 people in household
Annual Income Choices:
1. $0 - $62,080
2. $62,081 - $93,120
3. $93,121 - $124,160
4. $124,161 or more

6 people in household
Annual Income Choices:
1. $0 - $71,160
2. $71,161 - $106,740
3. $106,741 - $142,320
4. $142,321 or more

7 people in household
Annual Income Choices:
1. $0 - $80,240
2. $80,241 - $120,360
3. $120,361 - $160,480
4. $160,481 or more

8 people in household
Annual Income Choices:
1. $0 – $89,320
2. $89,321 - $133,980
3. $133,981 - $178,640
4. $178,641 or more

9 people in household
Annual Income Choices:
1. $0 - $98,400
2. $98,401 - $147,600
3. $147,601 - $196,800
4. $196,801 or more

10 people in household
Annual Income Choices:
1. $0 - $107,480
2. $107,481 - $161,220
3. $161,221 - $214,960
4. $214,961 or more

11 people in household
Annual Income Choices:
1. $0 - $116,560
2. $116,561 - $174,840
3. $174,841 - $233,120
4. $233,121 or more

12 people in household
Annual Income Choices:
1. $0 – $125,640
2. $125,641 - $188,460
3. $188,461 - $251,280
4. $251,281 or more

**Parent Fee Levels**

| Income Level Choice Based on Number of People in Household | Parent Fees Not to Exceed |
|---|---|
| 1 = 0-200% | $40/month |
| 2 = 201-300% | $100/month |
| 3 = 301-400% | $200/month |
| 4 = >400% | $300/month |

Parent Fees are not a requirement of the First Class Pre-K program. Programs may choose, however, to request parent fees (tuition) based on the above guidelines. If a program charges fees, the program must show how all parent fees are reinvested back into the First Class Pre-K classroom. No child may be refused access to First Class Pre-K program based on inability to pay. If a child is designated as being served by Title I, migrant or homeless funds, programs should refer to the guidance of their local LEA concerning the charging of fees to these students.

## Appendix C: Background Check Verification Form

**Due within 10 days of the start of the school year for all First Class Pre-K Classrooms. Please see timeline for submission requirements.*

The safety and security of students in all First Class Pre-K funded sites is very important to the Department of Early Childhood Education. First Class Pre-K program personnel, including substitute teachers and any other person having regular contact with the classroom children, must have a satisfactory criminal background check, Child Abuse and Neglect (CAN) background check and fingerprinting on file with their employer. Volunteer parents may not be left in the classroom unsupervised by classroom personnel. If an OSR grantee personnel are arrested or convicted of criminal behavior during employment in the First Class Pre-K classroom, the program must promptly inform OSR.

Classroom Name: _____

Program Name: _____

DECE requires that no unchecked adults be left alone with students (unless it's their own child) until a recently passed background check can be completed and verified to DECE.

*I, _____ (Program director's name), verify all employees or volunteers* who have contact with Alabama First Class Pre-K Program students *have recently and satisfactorily passed a background check. Please send a completed* ***notarized*** *Appendix C form with the program director's signature and the date the form was completed to:*

*Alabama Department of Early Childhood Education*
*Office of School Readiness*
*Attention: Official Background Check*
*P.O. Box 302755*
*Montgomery, AL 36130-2755*

_____ _____
Program Director's Signature Date

State of Alabama County of _____

The foregoing instrument was acknowledged before me this _____ day of _____, 20_____.

_____ _____
Notary's Official Signature (Seal) Commission Expiration Date

## Appendix D: Health Screenings Permission and 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/or trained professionals to administer to your child. You may also choose to opt out of some or all of the screenings if you do not wish for your child to participate.

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

_____ Vision

_____ Dental

_____ Hearing

_____ Physical

_____ All of the above

**********

_____ My child has been screened within the last year for one or more of the above screenings and a copy of the screening(s) is attached.

**********

_____ 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 SHOULD NOT SIGN BELOW UNTIL RESULTS HAVE BEEN REVIEWED!**

_____ _____

Parent/Guardian Signature Date

## Appendix E: Child Health Screening Record

*To be completed by a nurse or trained professional – not the First Class Pre-K Teacher or Program 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:

❑ Absence
❑ Parent permission denied
❑ Child non-cooperative
❑ 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:

❑ Absence
❑ Parent permission denied
❑ Child non-cooperative
❑ Enrollment after screening

_____
Signature of Screener

_____
Date

### DENTAL

Date _____

Results:

___ Should see a dentist

___ Normal exam/no concerns

Additional Notes:

_____

_____

_____

Child was not screened due to:

❑ Absence
❑ Parent permission denied
❑ Child non-cooperative
❑ Enrollment after screening

_____
Signature of Screener

_____
Date

### PHYSICAL

Date _____

Results:

Height: _____

Weight: _____

Body Mass Index (BMI): _____

Blood Pressure: _____

Concerns/Recommendations:

_____

Child missed screening due to:

❑ Absence
❑ Parent permission denied
❑ Child non-cooperative
❑ Enrollment after screening

_____
Signature of Screener

_____
Date

## Appendix F: DECE Incident Report Form (Page 1 of 2)

Use this form to report serious accidents, injuries, medical situations, or behavior incidents. Incidents involving a crime or traffic incident should be reported directly to the police. If possible, the report should be completed within 24 hours of the event. Submit completed form by scanning and sending to your Region Director via email. For extreme incidents, send form and contact your Region Director immediately.

| **INFORMATION ABOUT ADULT PERSON INVOLVED IN THE INCIDENT** | | | |
|---|---|---|---|
| Full Name: | | | |
| Classroom Name: | | | |
| ☐ Program Employee<br>Name:_____<br>_____ | ☐ Partner Organization Employee<br>Name: _____<br>_____ | ☐ Visitor/Volunteer<br>Name: _____<br>_____ | ☐ Vendor<br>Name: _____<br>_____ |

| **INFORMATION ABOUT THE INCIDENT** | | |
|---|---|---|
| Date of Incident: | Time: | Parent Notified? ☐ Yes ☐ No<br>Police Notified? ☐ Yes ☐ No<br>DHR Notified? ☐ Yes ☐ No |
| Location of Incident: | | |
| Description of Incident (what happened, how it happened, factors leading to the event, etc.) Be as specific as possible (attach additional sheets if necessary) | | |
| Were there any witnesses to the incident? ☐ Yes ☐ No<br>If yes, attach separate sheet with names, addresses and phone numbers.<br>Was there media coverage of the incident? ☐ Yes ☐ No<br>If yes, identify the media outlet and attach news clipping if available. | | |
| Was the individual injured? If so, describe the injury (laceration, sprain, etc.), the part of the body injured, and any other information known about the resulting injury(ies). | | |
| Was medical treatment provided? ☐ Yes ☐ No ☐ Refused<br>If yes, where was treatment provided? ☐ On site ☐ Urgent Care ☐ Emergency Room ☐ Other | | |
| **REPORTER INFORMATION** | | |
| Individual Submitting Report (print name): | | |
| Signature: | | |
| Date Report Submitted: | | |

## Appendix F: DECE Incident Report Form (Page 2 of 2)

**FOR DECE OFFICE USE ONLY**

Report Received By_____ Date _____

(Region Director Signature)

***Region Director should forward a signed copy to the OSR Director.**

Document any follow-up action taken after receipt of the incident report.

| Date | Action Taken | By Whom |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

## Appendix G: Request for Modified Schedule

*To be completed by First Class Pre-K Site Director and submitted to the Region Director.*

Please note that if a child has a current IEP (Individualized Education Program), please disregard this form and consult with the IEP team for any modification(s) to the child's schedule.

Name of Class: _____ County: _____

Coach: _____ Monitor: _____

Lead Teacher: _____ Email: _____

Site Director Submitting Request: _____

Contact Number: _____ Date Submitted: _____

Do you have any other modified schedule? ☐ Yes ☐ No

Child's Name: _____ Diagnosis (if applicable): _____

Is anyone from the local school system coming into your classroom to assist this child? ☐ Yes ☐ No

If yes, how often? _____

Has the child been referred for testing with results? ☐ Yes ☐ No

Is the child ineligible for services? ☐ Yes ☐ No

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 Coach's support for this modified schedule? ☐ Yes ☐ No

Modified Schedule Request ☐ Approved ☐ Denied Date: _____

Region Director verified child's schedule: _____

Comments: _____

Date modified schedule lifted: _____

**Please describe examples of how this child requires more time from both teachers than other children in the classroom. Be as detailed as possible. We rely on this information to support our decision:**

1. Specific reason(s) a modified schedule is being requested.
2. Interventions already implemented to help the child benefit from the program.
3. Information including all documentation of written correspondence and meeting notes detailing ongoing involvement with parents/family, including the discussion regarding a special education referral.
4. Behavioral documentation and instructional observations of the child to support the modified schedule request.
5. Any additional documentation parents/family voluntarily provides, such as documentation of consultation with any other outside resources (ie: child's pediatrician, counseling services, or local school system).
6. A written schedule including the length of the child's proposed day, proposed daily schedule including times and the activities during this time period, and the justification for the proposed schedule.
7. A written plan describing how the child's attendance will be increased over time to the typical 6.5 hour day.

## Appendix H: Parent/Family Contract

Child's Full Name: _____

Name of Class: _____ County: _____

Lead 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:

- Attend an orientation session at the beginning of the school year
- Attend two scheduled family conferences (one per semester)
- Attend additional conferences when requested to discuss my child's progress
- Complete a minimum of 12 hours of parent involvement
- Have my child at school by _____ a.m. (Children are not admitted into the building before _____ a.m.)
- Pick up my child at _____ p.m. (Children must be picked up no later than _____ p.m.)
- Send a written parent/doctor excuse to my child's teacher for every absence
- Submit all required forms and documentation to my child's teacher by given deadlines, such as the ASQ-3 Developmental Screener. (This screener is entered into the Enterprise Data Base System and may provide your family with connections to resources/support to benefit your child/family. Your child's teacher will provide instructions on the completion of the ASQ-3).
- Assume responsibility for my child's conduct and progress
- Work cooperatively with my child's teachers and other site personnel
- Give DECE permission to assess and follow the academic performance of my child
- Give permission to use my child's demographic information for DECE reports and publications (no identifiable information will be directly associated with your child)
- Give permission for my child to receive any additional assessments administered for the First Class Pre-K program

I understand that this program is voluntary and that as the parent/guardian it is my responsibility to adhere to this Parent Contract and to work with the program to resolve any issues that may arise during the school year.

Parent/Guardian Signature: _____

Date: _____

## Appendix I: Parent/Family Engagement Sign-In

Name of Class: _____ County: _____

Lead Teacher: _____

Title of Activity: _____ Date: _____

Time of Activity: _____ Number in Attendance: _____

| Child's Name | Parent/Guardian/Family Representative 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:

_____

_____

_____

_____

## Appendix J: Parent/Family Orientation

### *Suggested topics to cover during parent/family orientation*

1. Explanation of First Class Pre-K

2. Local program policies, procedures, and attendance expectations (recommended to be in writing)

3. How to complete the required paperwork, including the Ages and Stages (ASQ-3) Developmental Screener (hardcopy or via online link)

4. What a developmentally appropriate classroom for four-year-olds look like

5. Help Me Grow information (call toll free 1-833-939-0336).

6. What parents should expect from the program. For example, what a typical day in Pre-K looks like (consistent daily routine including large & small group lessons, free choice centers, outdoor play) and that children will participating in hands-on learning experiences rather than sitting and doing worksheets.

7. What program staff will expect from the parents (see Appendix H Parent/Family Contract)

8. Information about parent/family engagement opportunities

9. Upcoming events and deadlines

10. Field Trips during the year

11. Photo/Video Policy for students (this is determined at the local level, but programs are required to have a photo/video policy in place prior to the beginning of the school year; copies of the policy containing parent signatures indicating agreement/disagreement with the policy must be kept on site and parents/families must be given a copy of the policy as well).

## Appendix K: Parent/Family Engagement Log

Teachers should complete a log at the end of the first semester and again at the end of the second semester by listing and totaling the number of hours for each child for each Family Engagement Opportunity held. Please give the completed form to your Monitor at the end of each semester. Remember to offer parent/family hours in 1-hour increments.

| Class:_____<br>Year:_____ | | Parent/ Family Orientation | ASQ-3 Screener | | | | | | | | | | | | Total # hours for semester |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Child Name | Parent's Name | Date | Date | Date | Date | Date | Date | Date | Date | Date | Date | Date | Date | Date | |
| Example: Jane Doe | Example: John and Betty Doe | 2 Hours | 1 Hour | | | | | | | | | | | | |
| 1. | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | | | | |
| 11. | | | | | | | | | | | | | | | |
| 12. | | | | | | | | | | | | | | | |
| 13. | | | | | | | | | | | | | | | |
| 14. | | | | | | | | | | | | | | | |
| 15. | | | | | | | | | | | | | | | |
| 16. | | | | | | | | | | | | | | | |
| 17. | | | | | | | | | | | | | | | |
| 18. | | | | | | | | | | | | | | | |
| 19. | | | | | | | | | | | | | | | |
| 20. | | | | | | | | | | | | | | | |
| Monitor Initial | | | | | | | | | | | | | | | |
| Date | | | | | | | | | | | | | | | |

## Appendix L: 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 Early Childhood Education.
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, secretary, and 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; Act 2015-160, §1.)*

## Appendix L: Code of Alabama for the Office of School Readiness, cont.

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

**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.)*

## Appendix M: Permission to Purchase

Individual non-consumable items over $300.00 must be pre-approved by the assigned Monitor or Region Director ***prior to purchasing items.***

All purchases made with OSR funds must be verified by your Monitor with appropriate documents, including itemized receipts or itemized paid invoices, on a regular basis. Failure to provide appropriate documentation within 90 days from the date of approved purchase(s) will result in ineligibility for purchase(s) to be paid with OSR funds.

Complete and submit the electronic version of the form shown below at https://laserfiche.alabama.gov/Forms/ADECE-PTP to request permission to purchase items over $300.

Name of Class: _____ County: _____

Lead Teacher: _____

Email: _____

First Class Pre-K Monitor: _____

| Equipment/Materials/Supplies | Company | Quantity | Total | Monitor's Initials and Date Received |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Pre-K Program Director: _____ Date: _____

Pre-Approved By: _____ Date: _____
**Monitor or Region Director Signature**

SAMPLE

## Appendix N: Alabama's Mandatory Child Abuse and Neglect Law

*Code of Alabama Section 26-14, 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.**

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.

**§ 26-14-7. 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 perpetrator'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 pre-litigation 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.

## Appendix O: 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 thirteen 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 First Class 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 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.

## Appendix P: 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. *All furnishings and equipment in a First Class Pre-K Program should be age appropriate for 3-5 year old children, and should not be made of easily breakable materials.*

**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
Books related to area
Writing Tools
Two 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
Books related to area
Writing tools
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, or a 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
Books related to area
Writing Tools
1 Shelf with Bins (Minimum)
**A minimum of 3-5 small building and art materials, manipulatives and puzzles should be included.*

## Appendix P: Required Equipment, Materials, and Supplies, cont.

**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, Live plants, Aquarium (suggested)
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
Games and Toys-Books (realistic pictures appropriate for Pre-K), Science Matching Cards/Sequence, Cards, Games (realistic and fact based), Realistic Animals, Realistic Puzzles.
Books related to area
Writing Tools
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.) Some items may be teacher made, collected, or parent donated.*

**DRAMATIC PLAY:**
Dramatic Play Furnishings-Play Kitchen Set, Table and Chairs, Child-size Sofa, 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, Mirror, Iron, Broom, Mop, Empty Food Containers, Small Appliances with Cords Removed, Steering Wheel, Place Mats, Measuring Cups, Spoons, Graduated Size Mixing Bowls, Reading Glasses, 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
Books related to area
Writing Tools
**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. Some items may be teacher made, collected, or parent donated*

**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
Child-Size Rocker, Child-Size Sofa and Chair or Beanbag Chairs
Library Area Furnishings-Pillows, Child-size Rocker, Child-size Sofa and Chair or Beanbag Chairs

## Appendix P: Required Equipment, Materials, and Supplies, cont.

**LIBRARY, cont:**
Rug
Alphabet, Beginning Sounds and Rhyming Word Puzzles, 3-D Letters, Letter Templates, Felt/Flannel Board, Felt Board Story Pieces, Puppets, Stuffed Animals
One Face-Out Shelf for Books
One Additional Shelf (with Baskets or Bins) to Organize Books
**Some items may be teacher made, collected, or parent-donated.*

**WRITING:**
Writing Materials- Variety of Paper, Clipboards, Magna Doodle, 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)
Books related to area
Writing Tools
**Some items may be teacher made, collected, or parent-donated.*

**ART:**
Drawing- Crayons (Fat and Small), Markers, Colored Pencils, Sidewalk Chalk, White and Colored Drawing
Chalk
Paints- Variety of Paints (Tempera, Finger, Watercolor, Glitter), 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, Styrofoam, Cardboard Tubes, Boxes, Bottles
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, Ribbon, Lace Fabric Scraps, Wallpaper Samples
Tools- Stencils, Glue, Scissors, Hole Punchers, Tape (masking, clear, and colored), Stapler and Staples
Books related to area
Writing Tools
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. Some items may be teacher made, collected, or parent-donated.*

**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)
Books related to area
Writing Tools
Dance Props- Scarves, Ribbon Rings, Streamers
Furniture-1 Shelf for Storage (Minimum)

## Appendix P: Required Equipment, Materials, and Supplies, cont.

**LISTENING CENTER:**
CD Player or some other type of Listening Device
CD Stories or Recorded Stories
Storage for Listening Center

**TECHNOLOGY:**
Minimum of 2 Tablet Type Devices (such as IPad - must be compatible with Teaching Strategies GOLD™)
Working 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, large trucks, tricycles with 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.*

**MISCELLANEOUS ITEMS:**
Cubbies with Hooks (one per child)
Large Rug for Whole Group Area
**It is recommended that cubbies for storage of children's possessions be located in the classroom to be convenient for supervision, each child should have a separate cubby with hook so that coats, etc. do not touch.*

**SAFETY EQUIPMENT:**
Electrical Plug Outlets
First Aid Kit (items such as gloves, scissors, tweezers, thermometer, bandages, tapes, gauze, band aids, safety pins, eye dressings, cold pack kept in freezer, current first aid instruction chart, contact information)

**OTHER SUGGESTED MATERIALS:**
Pulleys, wedges, corks, marbles, small boats, ping pong balls, nuts and bolts, watering cans, small journals for observing and recording data, clipboards, plastic trays, tactile materials, etc.

***Please note:***

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.

## Appendix P: Required Equipment, Materials, and Supplies, cont.

**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
Toolbox, Tools, Workbench, Safety Glasses
Additional Dolls/Doll Accessories

## Appendix Q: Help Me Grow Universal Resource Form

Help Me Grow Alabama

**Universal Resource Form**

Help Me Grow Alabama (HMG) is a **free** information and referral line connecting families with children (**birth to age eight**) to information about child development and community resources. By completing this form, you are:

- signing up to receive **free** information from HMG on child development and community resources in your area,
- signing up to receive access to a **free** developmental screening tool called the Ages and Stages Questionnaire (ASQ) for each of your children—ages 5 and under,
- authorizing the exchange of information, if permission is given below, for the child(ren) listed between HMG and the provider listed on this form.

**Teacher's Information**

**School Name and Classroom #:** _____

**Teacher Name:** _____

Address: _____ City: _____ Zip Code: _____

Phone: _____ Fax: _____ Email: _____

**Family's Information**

**Parent or Guardian Name(s):** _____

Street: _____ City: _____ Zip Code: _____

Phone: _____ Email: _____

**Best time to contact:** □ Between ____ & ____ □ Anytime | **Best form of contact:** □ Phone □ Email □ Text

**Please contact me in:** □ English □ Spanish □ Other (including specific dialect): _____

**Child Name:** _____ □ Male □ Female

Date of Birth: _____ Premature? □ Yes □ No If yes, # of weeks early: _____

Concerns/Reason for Referral: _____

Existing services and/or other referrals in progress: _____

□ **Ask me about my other children when you contact me.**

**By signing this form, I, the parent/legal guardian, authorize the release and use of the information above. I also give permission to Help Me Grow to maintain contact with the provider listed about the developmental and resource information provided to my family, so the provider can give us further support.**

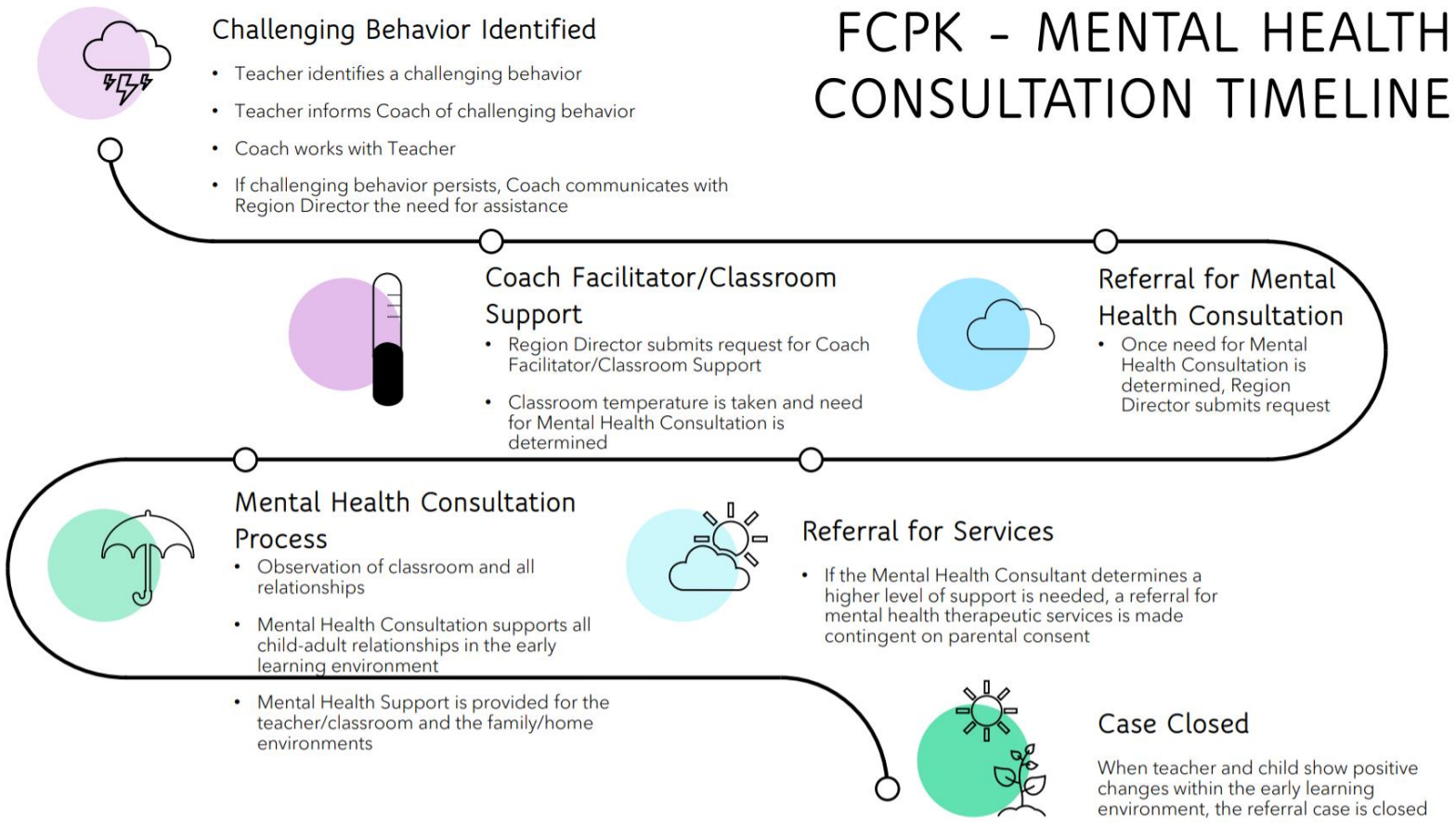
_____

Signature of the parent/legal guardian Date

**Email: referrals@apcteam.org Fax: 334-356-8230**
**www.helpmegrowalabama.org**

**Revised February 2020**

## Appendix R: Mental Health Consultation Flow Chart



## Appendix S: Director Guidelines for Pre-Registration

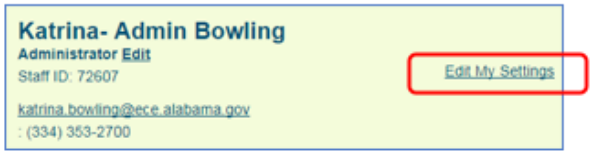
ALABAMA DEPARTMENT OF
Early Childhood Education

# First Class Pre-K Directors' Pre-Registration and ASAP Guide

## LOGIN, ORG ID, AND PASSWORD

To log in, set, or change your password in ASAP:

1. Go to **app.asapconnected.com.** (Do not type "www." before the address.)
2. Type in the Org ID which is **4814**.
3. Enter your Username which is your email address. (Note that both the username and password are case sensitive.)
4. Enter your Password if you know it. If you don't, click on "Forgot your login info?" and enter your email address. The system will email your info to you. (Note that both the username and password are case sensitive.)
5. Click "Log In."
6. Click on the "Edit My Settings" link to the right of your name.




7. Enter your current password in the "Old Password" field. Then type a new password into the "New Password" field and repeat it in the Confirm field.

8. Click the "Save" button.

# First Class Pre-K Pre-Registration Mandated Timeline of Events

## Advertising and Pre-Registration

- Recruitment flyers posted in community
- Parents/Guardians provide proof of residence and date of birth and pre-register children in ASAP
- Directors can view and monitor pre-registrations in ASAP

## Random Selection Drawing

- Each program chooses a date and holds a random selection drawing

## Random Selection Drawing Results Marked

- Directors mark each pre-registered child's status in ASAP as ***Pending*** *(selected in drawing for an available position)* or ***Waitlisted*** *(not selected in drawing for an available position)*

## Parent/Guardian Notification

- DECE triggers emails notifying families of Pending or Waitlisted status
- Pending status families asked to accept or decline

## Enrollment Completion and Class Creation

- Directors change status of children marked as Pending in ASAP to Completed status (if position is accepted) or Dropped status (if position is declined) based on parent responses
- Directors assign students with Completed Status specific classes in ASAP

# DIRECTOR PRE-REGISTRATION RESPONSIBILITY BREAKDOWN

## Step 1

- Director oversees community-wide recruitment and advertising of First Class Pre-K Pre-Registration (see English advertising flyer on p. 6 and Spanish version on p. 7)
- Director views pre-registrations in ASAP from January 15th until Random Selection Drawing Date
- Director oversees pre-screening of pre-registration applications for eligibility based on residency requirements, age requirements, etc. and changes status in ASAP of any child not meeting requirements to Dropped and does not include the child in the random selection drawing to be held in March

## Step 2

- Director holds random selection drawing according to First Class Pre-K Guidelines between March 1st and 31st (specific date to be determined by individual programs)

## Step 3

- Director marks drawing results in ASAP between April 2nd and 13th
  - Child selected for available position = mark as Pending
  - Child selected for position on waiting list = mark as Waitlisted

## Step 4

- Director marks parent responses in ASAP for all children with Pending status beginning April 19th as parent responses are received
  - Parent accepted available position = mark child as Completed
  - Parent declined available position = mark child as Dropped
- Director contacts parents from whom an accept/decline response has not been received to determine what the child's status should be and marks it in ASAP accordingly

## Step 5

- Director makes class assignments in ASAP beginning April 19th as parent responses are received
  - All children marked as Completed must be assigned to a specific class in ASAP

# DIRECTOR PRE-REGISTRATION TIMELINE DETAILS

1. **ADVERTISE - January 15 until Random Drawing Held in March:** Programs place recruitment notices around the community using the advertising flyer provided by DECE. They also provide access to the DECE-provided *Pre-Registration Parent Guide*.
2. **PRE-REGISTRATION - January 15 until Random Drawing Held in March:** Parents/Guardians go online (link provided on flyer) to the ASAP platform and complete the electronic pre-registration form (using the DECE-provided illustrated guide to assist them) and provide a copy of their most recent utility bill, lease, or mortgage as proof of Alabama residency (and district residency if required by the local school board). If the local program wishes, they may require parents to provide documentation of eligibility before giving them the link to the pre-registration site. It is the responsibility of the local program to provide pre-registration assistance to families and facilitate computer access if needed (see *Helpful Hints for Supporting Families During Online Pre-Registration* at end of this document). **NOTE**: All grantees must utilize the ASAP online pre-registration program provided by the Alabama Department of Early Childhood Education. *Please do not request that an exception be made to this requirement.*
3. **RANDOM SELECTION DRAWING - March 1-31**: All programs hold their public random selection drawing between the dates of March 1st and 31st. Directors will follow instructions provided in the *Directors' ASAP Guide* to print out a list of all children who have pre-registered for their program then follow program guidelines to conduct a random selection drawing. For each class a program has, after 18 children per class are drawn during the random selection process, the remaining students continue to be drawn and numbered in the order they are drawn. This will be the order of the waiting list if new students need to be added to a classroom.

NOTE: If a program has multiple birth siblings (twins, triplets, etc.) all names should be placed in the drawing separately. If one, but not all, multiple birth siblings are drawn before the classroom enrollment is at 16/17, the drawing should cease at this point and the 1/2 multiple birth siblings should be added to the classroom roster at this point to reach full classroom enrollment of 18 students.

ADDITIONAL NOTE: If a classroom is located in a center that currently has a program for 3-year-old children, those children may not automatically be moved up to the OSR First Class Pre-K classroom unless the program is federally mandated. Those children must submit the online pre-registration form and be placed in the public random selection drawing like all other children from the community who submit applications.

## DIRECTOR PRE-REGISTRATION TIMELINE DETAILS (continued)

4. **MARK RESULTS OF RANDOM SELECTION DRAWING - April 2 - 15:** When a parent/guardian pre-registers a child, the child's status in ASAP is "Enrolled" meaning the pre-registration is done. After the final drawing deadline date of March 31st, all program directors will have **two weeks** to go into ASAP and change each child's status on their pre-registration list from "Enrolled" to either "Pending" (meaning the child's name was selected in the random drawing for a seat in the program) or "Waitlisted" (meaning the child's name was not selected and is on the program's waiting list). Directors are not required to wait until this two-week window to mark random drawing results, but may do this as soon as the drawing has been conducted. The *Directors' ASAP Guide* provided by DECE gives detailed instructions for completing this process.

5. **PARENT/GUARDIAN NOTIFICATION - April 16 - 18:** The Alabama Department of **Early Childhood Education office** will trigger emails to be sent to each pre-registrant family notifying them of their pending or waitlisted status for each program they selected. The email will direct families to contact the director of each program for which they were selected to accept or decline the position. *Directors should not rely solely on parents to do this and should contact families who have a pending status to determine if the parent/guardian is accepting the position in the program.*
   NOTE: If students are not marked as Pending or Waitlisted in ASAP within this window, parents will not receive these email notifications and the program will be responsible for notifying parents of each child's status as a result of the random selection drawing.

6. **COMPLETION - Beginning April 19:** After receiving parent responses, for each child marked in ASAP as Pending, the Director must indicate in ASAP whether the seat is being accepted or declined. The Director will follow directions in the *Directors' ASAP Guide* for marking "Pending" children as "Completed" (meaning the child's enrollment process is complete and he has been assigned to a class) or "Dropped" (meaning the child declined a position in the program or withdrew from it after being assigned to a class). After a child is marked as "Completed" in a program, his/her name will be deleted from any other program's waiting list by the DECE office.

7. **CLASS CREATION – Beginning April 19:** The Director will follow instructions provided in the *Directors' ASAP Guide* to go into ASAP and assign students to specific classes.

ALABAMA DEPARTMENT OF Early Childhood Education

# FIRST CLASS PRE-K
## Alabama's Voluntary Pre-K Program
## PRE-REGISTRATION

**Alabama's nationally recognized First Class Pre-K is preparing for another exciting school year!**

- Accepting online pre-registration applications for 2021-2022 school year (for assistance with accessing online application contact local school/program)
- Enrollment open to all children four years of age on or before 9/1/21* who are residents of the state of Alabama (children who are eligible for kindergarten are ineligible)
- Enrollees must provide a copy of the child's birth certificate (may be uploaded into the online pre-registration site or submitted directly to the local school/program)
- Enrollees must provide proof of residence – either a current utility bill or copy of a lease or mortgage (may be uploaded into the online pre-registration site or submitted directly to the local school/program)
- Public school system pre-k programs may have zoning requirements that determine eligibility to attend a program at a particular school (contact school for information)
- No Registration Fee for this program
- Upon enrollment, child's immunization record must be provided
- No child will be denied participation on basis of income, sex, race, color, national origin, or disability

| | |
|---|---|
| **Pre-Registration Dates** | **January 15 – March ____** |
| **Forms** | **Go online to https://alprek.asapconnected.com. Complete the Pre-Registration Form and submit birth certificate and proof of residence.** |
| **More Information** | **Visit www.children.alabama.gov and see Pre-Registration Info under First Class Pre-K.** |
| **Acceptance to the Program** | **Acceptance is strictly through random drawing to be held on _____ at _____ at _____. Parent/Guardian does not have to be present at drawing. Notices will be emailed beginning April 16th.** |

*An opinion of the Attorney General states in effect that under the common law one's age is computed by including the day of birth so that a given age is attained the day before the birthday anniversary. ~ Ala. Code §16-28-4(1975) Interpretation based on Report of Attorney General of Alabama October-December 1963, Volume 113, page 20.

ALABAMA DEPARTMENT OF Early Childhood Education

# PRE-K DE PRIMERA CLASE

## Programa de Pre-K Voluntario de Alabama

# APLICACIÓN

**El Pre-K de Primera Clase en Alabama es reconocido a nivel nacional**
**¡Nos estamos preparando para otro emocionante año escolar!**

- Estamos acepando solicitudes de pre-inscripción en línea para el año escolar **2021-2022** para obtener ayuda con el acceso a la aplicación en línea, comuníquese con la escuela/programa local).
- La inscripción está abierta para todos los niños que tengan 4 años de edad en o antes del **9/1/2021*** que sean residentes del estado de Alabama.
- Los solicitantes deben proporcionar una copia del certificado de nacimiento del niño (Puede descargar los documentos en la página electrónica de preinscripción o enviarlo directamente a la escuela o programa local).
- Los solicitantes deben presentar un comprobante de residencia, ya sea una factura de servicios públicos actual y una copia de un arrendamiento o hipoteca (Puede descargar los documentos en la página electrónica de preinscripción o enviarlo directamente a la escuela o programa local).
- Los programas de Pre-Kinder del sistema escolar público tienen requisitos de zonificación que determinan la elegibilidad para asistir a un programa en una escuela en particular (comuníquese con la escuela para obtener más información).
- No hay costo por registrarse en este programa
- Al momento de la inscripción, se debe proporcionar el registro de vacunas del niño.
- A ningún niño se le negará la participación por motivos de ingresos, sexo, raza, color, origen nacional o discapacidad.

| | |
|---|---|
| **Fecha de preinscripción** | **15 de enero - _____ de marzo** |
| **Formularios** | **Vaya en línea a https://alprek.asapconnected.com Complete el formulario de preinscripción y presente el certificado de nacimiento y el comprobante de residencia.** |
| **Más Información** | **Visite www.children.alabama.gov y vea la información de pre-inscripción en Pre-k de Primera Clase.** |
| **Aceptación del programa** | **La aceptación es estrictamente a través de sorteo al azar que se llevará a cabo en_____ en _____ en _____. El padre / tutor no tiene que estar presente en el sorteo. Las notificaciones serán enviadas no más tarde del 16 de abril.** |

* Una opinión del Procurador General establece que, de acuerdo con el derecho consuetudinario, la edad de una persona se computa incluyendo el día de nacimiento para que se cumpla una edad determinada el día anterior al aniversario del cumpleaños. ~ Ala. Code §16-28-4 (1975) Interpretación basada en el Informe del Fiscal General de Alabama octubre-diciembre de 1963, Volumen 113, página 20.

# Assisting Parents/Guardians With First Class Pre-K Pre-Registration

There are families with barriers to completing an online pre-registration process. These are the very families whose children we most need to reach and serve. Therefore, we must be prepared to offer supports to help them successfully complete the pre-registration process. We have kept this in mind and have limited how much typing is required, offered more drop-down choices, and eliminated the need to enter any codes or school names.
Below are some suggestions for providing additional support:

- Post flyers about pre-registration in such places as the public library, the health department, pediatricians' offices, the school board office, local elementary schools, the local school system website, and in apartment complex offices. Provide copies of the illustrated *Pre-Registration Process Guide* wherever flyers are posted.

- Advertise and host *Pre-K Pre-Registration Night* events at the local school board office, elementary school, public library, trailer park, apartment complex, etc. and have laptops/computers set up for parents/guardians to use to complete the pre-registration process. Have EL teachers and Pre-K teachers on hand to assist those who have trouble.

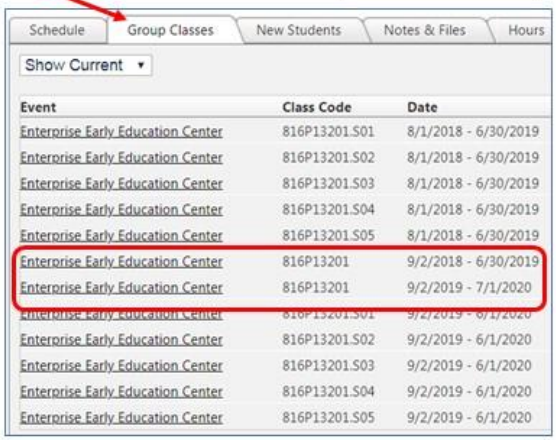
- Have laptops/computers set up in your Pre-K program's office area for parents/guardians to come in and use to complete the pre-registration process. Provide copies of the illustrated *Pre-Registration Process Guide* for them to follow. It is also helpful if this station is set up in close proximity to a receptionist or secretary who can provide assistance when needed.

- Remember that where there is a will, there is a way. Families who receive food stamps and other types of federal financial support complete online applications for these programs.

## VIEW PRE-REGISTRATIONS

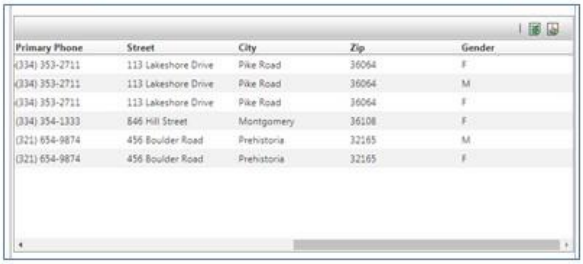
To view the names of all children who have pre-registered for the program:

1. Go to **app.asapconnected.com** and type in the Org ID which is **4814**.
2. Enter your Username and Password and click "Log In."
3. Click on the Group Classes tab. Note that, when pre-registration is underway for a new upcoming school year, both the current school year classes AND the upcoming school year classes will be displayed. The difference can be distinguished by looking at the DATE column. To work with a particular Program or Class, locate the correct date range for the relevant school year then choose the Program/Site Name for the correct school year listed under EVENT. *Also note that, under Class Code, the* ***Program*** *will not have the (.) dot followed by a letter and two numbers. Those are the individual classes.* Ignore the individual classes with codes ending with a (.)dot followed by two numbers and a letter because you are looking for the site/school as a whole to view preregistrations. To see your site(s)/program(s), scroll down to the Class Code(s) with only nine characters.




| Event | Class Code | Date |
|---|---|---|
| Enterprise Early Education Center | 816P13201.S01 | 8/1/2018 - 6/30/2019 |
| Enterprise Early Education Center | 816P13201.S02 | 8/1/2018 - 6/30/2019 |
| Enterprise Early Education Center | 816P13201.S03 | 8/1/2018 - 6/30/2019 |
| Enterprise Early Education Center | 816P13201.S04 | 8/1/2018 - 6/30/2019 |
| Enterprise Early Education Center | 816P13201.S05 | 8/1/2018 - 6/30/2019 |
| Enterprise Early Education Center | 816P13201 | 9/2/2018 - 6/30/2019 |
| Enterprise Early Education Center | 816P13201 | 9/2/2019 - 7/1/2020 |
| Enterprise Early Education Center | 816P13201.S01 | 9/2/2019 - 6/1/2020 |
| Enterprise Early Education Center | 816P13201.S02 | 9/2/2019 - 6/1/2020 |
| Enterprise Early Education Center | 816P13201.S03 | 9/2/2019 - 6/1/2020 |
| Enterprise Early Education Center | 816P13201.S04 | 9/2/2019 - 6/1/2020 |
| Enterprise Early Education Center | 816P13201.S05 | 9/2/2019 - 6/1/2020 |

4. Click the Demographics tab then, next to the Select Template prompt, choose "Review List." When the list populates, scroll to the right to see all information including addresses. (Note: To print the list, follow the directions on the next page.)



| Primary Phone | Street | City | Zip | Gender |
|---|---|---|---|---|
| (334) 353-2711 | 113 Lakeshore Drive | Pike Road | 36064 | F |
| (334) 353-2711 | 113 Lakeshore Drive | Pike Road | 36064 | M |
| (334) 353-2711 | 113 Lakeshore Drive | Pike Road | 36064 | F |
| (334) 354-1333 | 846 Hill Street | Montgomery | 36108 | F |
| (321) 654-9874 | 456 Boulder Road | Prehistoria | 32165 | M |
| (321) 654-9874 | 456 Boulder Road | Prehistoria | 32165 | F |

5. Directors have access to their pre-registrant information at all times by logging in to the ASAP site.

ALABAMA DEPARTMENT OF Early Childhood Education

# ASAP Student Status Label Key and Pre-Registration Confirmation Email Template

**STUDENT STATUS LABELS AND MEANINGS IN ASAP**

Enrolled = student's online Pre-Registration has been submitted

Pending = student's name was drawn in the random selection drawing for an available spot in a First Class Pre-K Classroom

Waitlisted = student's name was not chosen for an available spot in a First Class Pre-K Classroom and has been added to the waiting list

Completed = student accepted an available position in a First Class Pre-K Classroom and the enrollment process is complete

Dropped = student declined to accept an available position in a First Class Pre-K Classroom, withdrew from a First Class Pre-K Classroom, student had a duplicate entry, or student did not meet eligibility requirements for the site

## Automatic Confirmation Email Received after Submitting Pre-Registration

ALABAMA DEPARTMENT OF Early Childhood Education

Login to Your Account

Thank you for your pre-registration!

*Please carefully read the following important information.*

For each of the programs for which you pre-registered, you will receive an email in **mid-April** notifying you of your child's status after the random selection drawing was conducted.

Your child's status will either be *Pending or Waitlisted*. If your child's name was selected during the random drawing for an available position in the program, the status will be *Pending*. If your child's name was not selected for an available position, the status will be *Waitlisted*.

Please refer to the information below explaining what you will need to do in each case.

- If you are notified that your child's status is ***Pending*** - please contact the program within 7 days via email or phone call and either accept or decline the position. Your child will not be placed in a class until after you have accepted the position.
- If you are notified that your child's status is ***Waitlisted*** – there is no need to do anything as you will be contacted by the program if a position in a class becomes available for your child.

*INVOICE #5207095*

**Athens Elementary School - 142P10701**

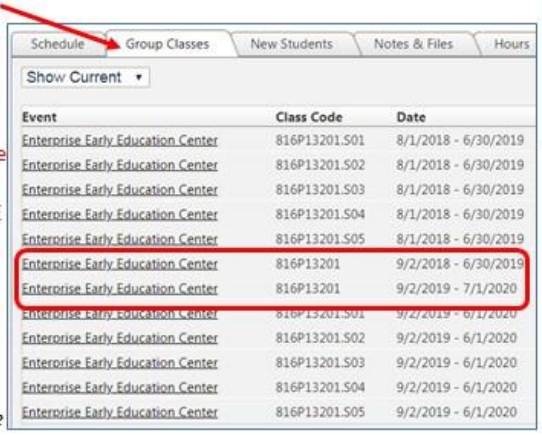
Registrant: *Lara Allen*

10

# PRINT LIST FOR RANDOM SELECTION DRAWING

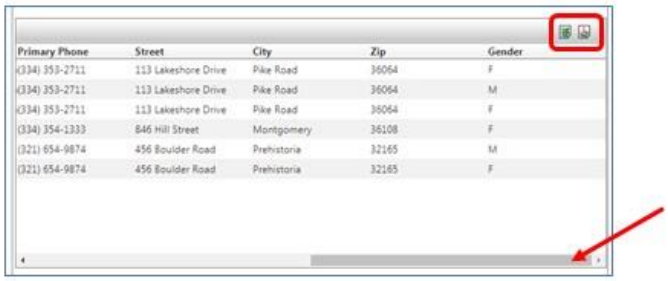
To print out a list for the drawing of all children who have pre-registered for the program:

1. Go to **app.asapconnected.com** and type in the Org ID which is **4814**.
2. Enter your Username and Password and click "Log In."
3. Click on the Group Classes tab, then choose the Program Name listed under "Event." Note that, when pre-registration is underway for a new upcoming school year, both the current school year classes AND the upcoming school year classes will be displayed. The difference can be distinguished by looking at the DATE column. To work with a particular Program or Class, locate the correct date range for the relevant school year then choose the Program/Site Name for the correct school year listed under EVENT
   *Also note that, under Class Code, the Program will not have the (.) dot followed by a letter and two numbers. Those are the individual classes.*

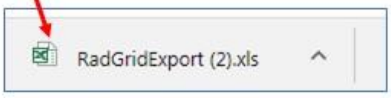



4. Click the Demographics tab then, next to the Select Template prompt, choose "Review List."

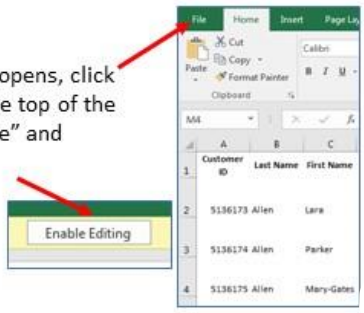
5. Scroll to the far right and click the Excel or PDF icon at the top right of the window.




6. Find the document at the bottom left corner of your computer screen and click to open it.




7. When the document opens, click "Enable Editing" at the top of the screen, then click "File" and "Print."



# ASAP Student Status Notes

**By April 13th:**
Directors should have changed the status in ASAP of all pre-registered students with ENROLLED status to PENDING (if selected in the drawing), WAITLISTED (drawn after the predetermined number of seats — 16 or 18), or DROPPED (if did not meet program requirements or if a duplicate entry).

**Between April 16th and 18th:**
Only students who have a status of PENDING or WAITLISTED in ASAP will receive the Status Notification email that will be sent in batches from the department (see example on p. 14).

**After the Pre-Registration Period Ends and During the School Year:**

- Students who pre-register after the random selection drawing will appear on the program's roster in ASAP as ENROLLED.
- If a program has space for the newly pre-registered student, the status should be changed from ENROLLED to PENDING and the program should notify the family and request a reply to accept or decline the spot. Otherwise, the student should be marked as WAITLISTED and added to the bottom of the program's existing waiting list. The director should contact the family and indicate that the student is on the waiting list.
- Note that programs should maintain their own waiting lists outside of ASAP in order to ensure children's names remain in the correct order.
- An automatic email will not be sent for pre-registration applications entered after April 13th. Directors will be responsible for contacting those families individually.

**Beginning May 1st and Throughout the School Year:**
No student should remain in ASAP with ENROLLED status. ALL students should have one of the following status indicators as appropriate:

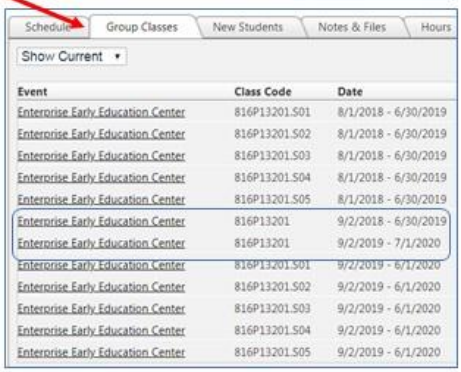
1. PENDING—selected in random drawing and awaiting reply from the family
2. WAITLISTED — waiting for a position to become available
3. DROPPED — student declined, student withdrew, student did not meet program requirements, student entry was a duplicate
4. COMPLETED— student accepted a position and has been assigned to a classroom

## CHANGE STUDENT STATUS

To change the enrolled, pending, completed, or waitlisted status of a student:

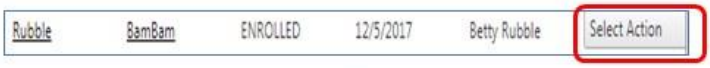
1. Go to **app.asapconnected.com** and type in the Org ID which is **4814**.
2. Enter your Username and Password and click "Log In."

3. Click on the Group Classes tab, then choose the Program Name listed under EVENT. Note that, when pre-registration is underway for a new upcoming school year, both the current school year classes AND the upcoming school year classes will be displayed. The difference can be distinguished by looking at the DATE column. To work with a particular Program or Class, locate the correct date range for the relevant school year then choose the Program/Site Name for the correct school year listed under EVENT. *Also note that, under Class Code, the Program will not have the (.) dot followed by a letter and two numbers. Those are the individual classes.*

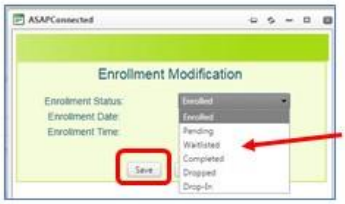



4. Click on the Class Roster tab, then, beside the View prompt, choose "Enrolled and Pending."

5. To change one student's status at a time, click the "Select Action" button beside the student's name and then "Edit Status."



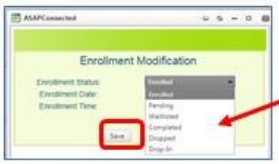

6. In the window that opens, choose the new status for the student, then click "Save."



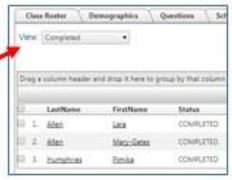

Unless you changed the student's status to Pending, the student's name will have disappeared from the current list because this "View" is only showing "Enrolled and Pending."

7. To change the status of multiple students at once, click the checkboxes beside the students' names whose status you wish to change, then click the "Mass Edit Status" link at the top right of the Class Roster window.

8. In the window that opens, choose the new status for the selected students, then click "Save."




9. To see the students whose status was changed, change the selection beside the "View" prompt to see the list of students with that status.



# Email Notification that Child Was Selected for Available Position

Dear Family of {registrant.firstname},

Congratulations!

We are pleased to notify you that {registrant.name}'s name was selected during the First Class Pre-K random drawing for an available position at {schoolname.site}.

Please reply via email to the director of the program at {email.linkalabama.email} to accept or decline this position within seven (7) days.

In your email, please state whether you will accept or decline this position.

If you have questions, please contact {program.director} at {progdir.phone} or {progdir.email}.

Thank you!

Alabama's First Class Pre-K Program

# Email Notification that Child's Name Was Put on Waiting List

Dear Family of {registrant.firstname},

This is to notify you that {registrant.name}'s name has been placed on the Waiting List for the First Class Pre-K program at {schoolname.site}.

You do not need to take any action at this time. You will be contacted by the program if a position becomes available for your child.

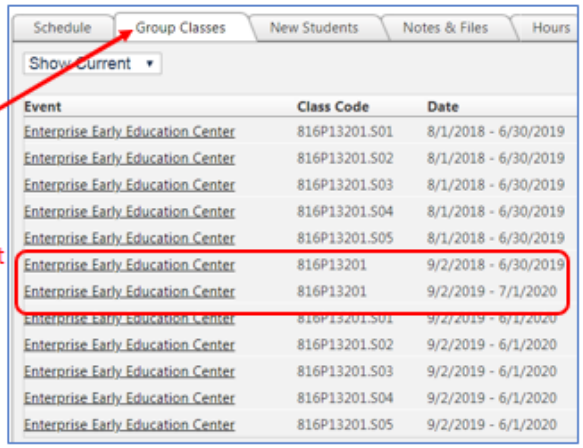
If you have questions, please contact {program.director} at {progdir.phone} or {progdir.email}.

Thank you!

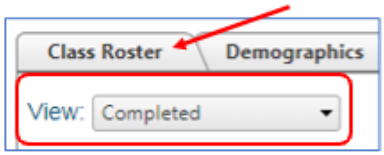
Alabama's First Class Pre-K Program

## ASSIGN CHILDREN TO CLASSES

1. Log in to ASAP.
2. Click on the Group Classes tab, then choose the Program Name listed under EVENT. Note that, when pre-registration is underway for a new upcoming school year, both the current school year classes AND the upcoming school year classes will be displayed. The difference can be distinguished by looking at the date listed. To work with a particular Program or Class, locate the correct date range for the relevant school year. *Also note that, under Class Code, the Program will not have the (.) dot followed by two numbers. Those are the individual classes.*

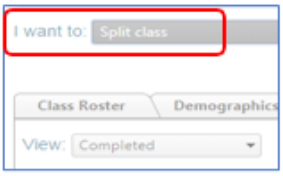



3. Click on the Class Roster tab then, beside the View prompt, choose "Completed."

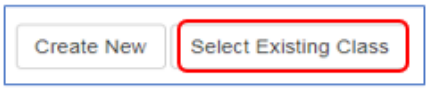



4. To print a list of students to refer to, click the Excel or PDF icon at the top right of the Roster window to export a list of students to refer to. Click on the document icon at the bottom left corner of the screen to open it.

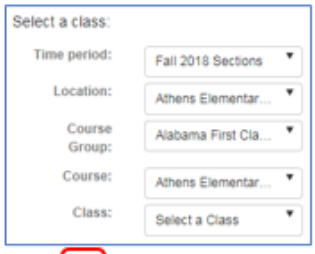
5. Beside the "I want to:" prompt, choose "Split Class."




6. Click on "Select Existing Class."

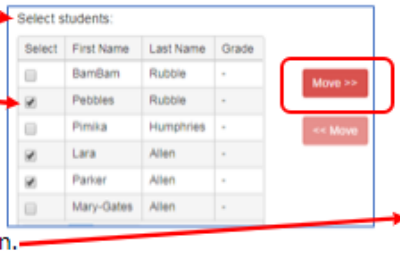



7. Under "Select a class:" set the fields to the following settings.
- Time Period = 2021-22 Classrooms
- Location = Choose the site of the classroom
- Course Group = Alabama First Class Pre-K Online Pre=Registration
- Course = Choose the site of the classroom (same as Location setting)
- Class = Choose the class to which you want to assign a student or students (The class code in brackets has the class # at the end following the "." and it looks like "01" or "02" or "03.")

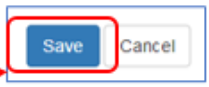



[142P10701.S01]

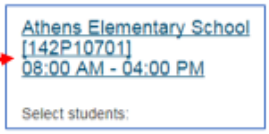
8. In the window under "Select students:" click the checkbox beside each student you want to place into the identified class. Then click the "Move" button pointing to the right at the class details.




9. When finished moving students, click the "Save" button.




10. Repeat this process for each class/student as needed. To repeat for another class, click the Program Name on the left above "Select Students" to choose another class name, then repeat steps 4 - 10.



## ASSIGN CHILDREN TO CLASSES AFTER AUGUST 3, 2020

After random selections have been made, and, after students have responded, directors may mark students who accept as Completed and move them to the various classroom sections by splitting the class.

On August 3, ASAP will automatically put in the date of August 3, 2020 as the completed students' enrollment date. This default date will be August 3 and NOT the date when the parent registered the child.

After August 3, when a director marks an additional student completed and moves that student to the classroom, the director will be responsible for changing the enrollment date to the ACTUAL date that the student is marked completed. This can be done at the same time the student is marked completed; one additional click to select the date. Selecting or entering a time is NOT necessary. This will enable us to get an accurate count of how many days a student is in the class. The dropped date for any student leaving a class is already automatically populated.

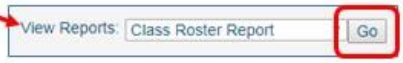
Here is an example of a student's record when the director marks the student completed and puts in the date:

# PRINT CLASS ROSTERS

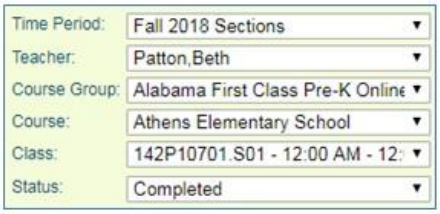
To export and print a class roster:

1. Go to **app.asapconnected.com** and type in the Org ID which is **4814**.
2. Enter your Username and Password and click "Log In."
3. Click on the Group Classes tab.

4. Beside the "View Reports:" prompt, choose the "Class Roster Report" from the dropdown menu. Then click "Go."



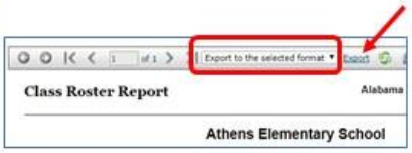

5. Set the filter fields to the following settings.
   - Time Period = 2020-21 Classrooms
   - Teacher = your name will display
   - Course Group = Alabama First Class Pre-K Online Pre=Registration
   - Course = Choose the site of the classroom
   - Class = Choose the class for which you want to print a roster
   - Status = Completed




6. Set the four Data Field filters to your preferences or use the following settings.
   - Data Field #1 = Primary Phone Number
   - Data Field #2 = Email
   - Data Field #3 = Address (this will be street only)
   - Data Field #4 = City-State-ZipCode

7. Click the "Show Roster" button and a preview will display at the bottom of the screen.

8. To export a PDF of the roster, click the down arrow beside the "Export to the selected format" prompt above the preview and choose "Acrobat (PDF) file" then click the blue "Export" link.

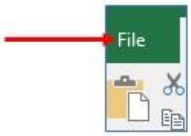



9. Find the PDF document at the bottom left corner of your computer screen and click to open it.

10. To export a printable roster with headings above the columns, click the "Export to CSV" link at the bottom left of the window.

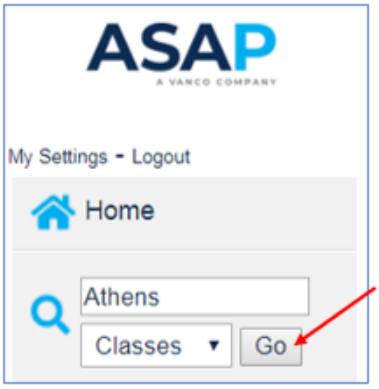
11. Find the CSV document at the bottom left corner of your computer screen and click to open it. It will have an Excel icon beside it.

12. When the document opens, you can sort and customize it just as you would any spreadsheet. When ready to produce a hard copy, click "File" in the top left corner of the window, then select "Print."

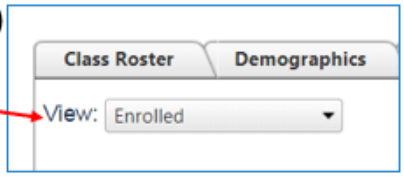


## PRINT ONE-PAGE COMPREHENSIVE REPORT FOR AN INDIVIDUAL STUDENT

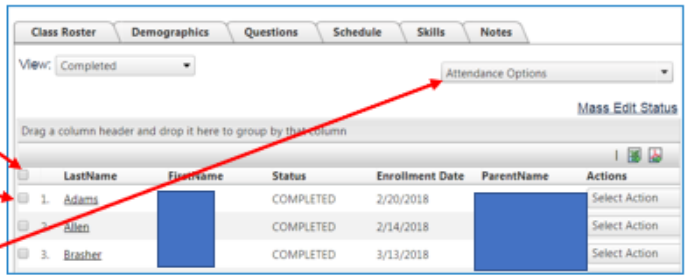
1. Go to **app.asapconnected.com** and type in the Org ID which is **4814**.
2. Enter your Username and Password and click "Log In."
3. In the Search field on the left sidebar, enter the name of your school, select Classes from the dropdown menu, and click Go. Locate the class's name you are looking for in the returned list of search results and click View Details. Note that, when pre-registration is underway for a new upcoming school year, both the current school year classes AND the upcoming school year classes will be displayed. The difference can be distinguished by looking at the date listed. To work with a particular Program or Class, locate the correct date range for the relevant school year. (Note that the school/program will have a 9-digit alphanumeric code but the class will have a 13-digit alphanumeric code including a period followed by the last 3 characters.)



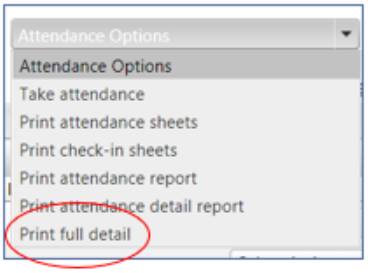

4. On the Class Detail page, change the View dropdown to show the category of students you want to see (Enrolled, Completed, etc.)



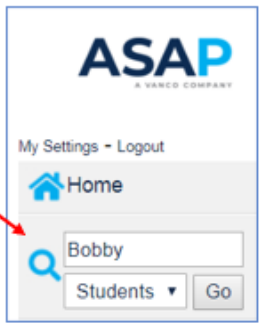

5. Click the box to the left of LastName to select all students. Or click the box beside the name or names of specific students.
6. Click on Attendance Options.




7. From the Attendance Options dropdown, select Print Full Detail.
8. On the next screen, select PRINT.
9. One 8.5 x 11" page per student will print containing all entered information about the student and family.



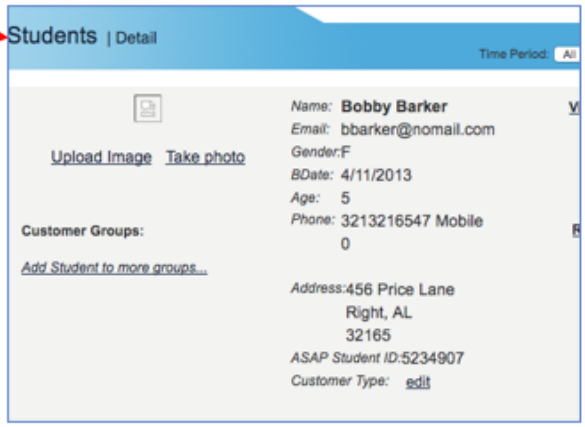
## STUDENT DETAIL PAGE




1. In the Search field on the left sidebar, enter the name of a student, select Students from the dropdown menu, and click Go.

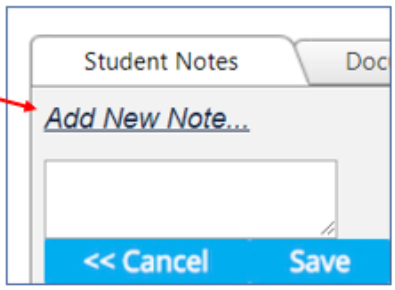
2. Locate the student's name in the returned list of search results and click View Details.

3. On the Student Detail page that appears, you can view everything about the student. (You can also click on the "View Family Account Details" link in the top right corner of the page and view all details about the family.)

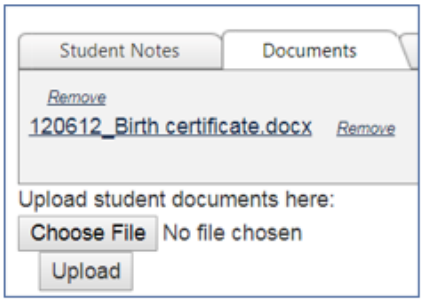


4. To add a custom Note to a student's record, in the second row of tabs on the Student Detail page, click "Student Notes" then "Add New Note."

5. Type the information you want added to the student's record and save it.




6. To view any uploaded documents attached to the student's record, in the second row of tabs on the Student Detail page, click "Documents." This is where a student's proof of residence and/or birth certificate will be stored if they were uploaded by the parent.



## STUDENT DETAIL PAGE (continued)

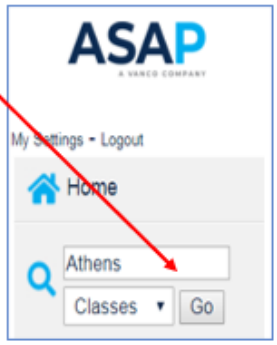
7. In the third row of tabs on the Student Detail page, the section below the "Custom Data" tab contains answers to questions posed on the pre-registration form about the student and his/her family.

Custom Data | Medical Info

| | |
|---|---|
| *Child Lives With:* | Hispanic Legal Guardian 1 |
| *Does this child have an IEP (Individualized Education Plan)?* | No |
| *Has this child attended Head Start or Early Head Start?* | Yes, less than 1 year |
| *Has this child attended a center-based childcare program?* | Yes, 1 year |
| *Has this child attended a home-based childcare program?* | Yes, less than 1 year |
| *Has this child participated in a home visiting program?* | Yes, 1 year |
| *Is this child in foster care?* | No |
| *Does this child, family or household meet the definition of homeless?* | Yes |
| *Number of people living in this household?* | 4 |
| *Gross Yearly Family Income* | $11,000 - $30,000 |
| *Does anyone in your household participate in or receive Childcare Subsidy?* | Yes |
| *Does anyone in your household receive TANF (Temporary Assistance for Needy Families)?* | Yes |
| *Does anyone in your household receive WIC (Women, Infants, Children) food assistance?* | Yes |
| *Does anyone in your household participate in Free/Reduced Price meals program at school?* | No |
| *Does anyone in your household receive SNAP (Supplemental Nutrition Assistance Program) funds?* | Yes |

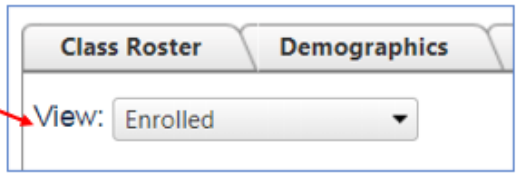
# USEFUL VIEWS AND REPORTS FOR CHECKING ADDRESSES

1. In the Search field on the left sidebar, enter the name of your school, select Classes from the dropdown menu, and click Go.



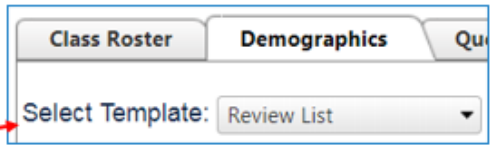

2. Locate the class's name in the returned list of search results and click View Details. Note that, when pre-registration is underway for a new upcoming school year, both the current school year classes AND the upcoming school year classes will be displayed. The difference can be distinguished by looking at the date listed. To work with a particular Program or Class, locate the correct date range for the relevant school year. (Note that the school/program will have a 9-digit alphanumeric code but the class will have a 13-digit alphanumeric code including a period followed by the last 3 characters.)

3. Beside the View prompt under the Class Roster tab, choose the category of student status you wish to see (i.e. Enrolled, Completed, etc.).

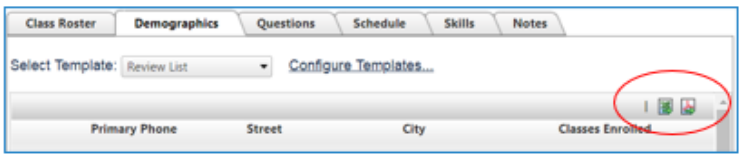



4. Click the Demographics tab to the right of the Class Roster tab.

5. Select Review List from the "Select Template" dropdown menu.




6. Scroll to the far right of the screen to select the Excel icon or the PDF icon. (The PDF version cannot be sorted or rearranged.)




7. Each of these export formats will produce a downloaded report containing the following information:
   - Student name
   - Date account was created
   - Parent email address
   - Primary phone number
   - Street address, City
   - Classes for which the student is pre-registered

Note: Parent email addresses may be copied from the Excel export and pasted into an email program for sending group emails. Be sure to protect the privacy of the recipients by pasting the email addresses into the BCC address field of the email and use your owr email address in the TO address field.

# Additional Information for Directors

- **Program Directors May Begin Contacting Parents on April 19th**: After the April 16th – 18th period when parents are notified of their child's status based on the random selection drawings through mass emails from the Department of Early Childhood Education, program directors do not have to wait to hear from parents to determine whether an available position in their program is being accepted or declined. Directors may contact parents to request a decision at any time beginning April 19th. After receiving parent responses, for each child marked as PENDING, the director should confirm in ASAP whether the seat is being accepted or declined. At this point, the director will follow directions in the ASAP Guide for marking children as COMPLETED or DROPPED and for assigning students to specific classes in a school/program.

- **Students Whose Parent Accepts a Position in More Than One Program:** There is no way to prevent parents from doing this. However, in July, the Department of Early Childhood Education will attempt to identify students who are marked COMPLETED in more than one class, contact the families for a decision limited to one class, and drop the students from class(es) not selected. If a child is still assigned to more than one class once school begins, the director should note when the child doesn't show up for class, contact the family, and drop the child if he has begun school in another program.

- **Students Removed from Other Wait Lists After Being Assigned to a Class**: Once the school year has begun, a child who is marked as COMPLETED in a program and assigned to a class will be dropped from any other programs' waiting lists. This will be done by the Department of Early Childhood Education Office and should not be attempted by a program director.

- **Enrolling After Initial Registration Process is Complete:** Families who pre-register after the initial random selection drawing has been conducted will follow the same online pre-registration process and directors should mark them as PENDING or WAITLISTED as their pre-registration is completed, depending on availability of Pre-K class positions in the program.

- **Marking Status of Withdrawn Child**: Children who withdraw from a class during the year should be marked by the director as DROPPED.

- **Parent Contract and ASQ Forms:** Programs are strongly encouraged to have parents complete Emergency Contact and Transportation Information, Parent Contracts, and ASQ-3 documents at Parent Orientation. These documents will be the responsibility of the program and will be kept locally and checked by Coaches/Monitors for completeness. More information about this can be obtained from the Coach/Monitor.

- **Newly Selected Grant Recipient Sites**: Will be notified of registration process timeline following the grant award

## Appendix T: Electronic Forms

**FIRST CLASS PRE-K LASERFICHE FORMS**

1. **Auxiliary Teacher Waiver Request**
   - Description: Application for credential requirements for an Auxiliary Teacher to be temporarily waived to allow time for the teacher to acquire the required credentials/certifications.
   - Link: https://laserfiche.alabama.gov/Forms/ADECE-ATWR

2. **Classroom Attendance Report**
   - Description: To be completed by the Director or Teacher to report classroom attendance to the Department of Early Childhood Education.
   - Link: https://laserfiche.alabama.gov/Forms/ADECE-CAR

3. **Classroom Relocation Application**
   - Description: Request approval to relocate a current OSR First Class Pre-K classroom to a new location.
   - Link: https://laserfiche.alabama.gov/Forms/ADECE-CRA

4. **First 5 Consultation Project Parental Consent for IECMHC Services**
   - Description: To be submitted by Parent/Guardian giving consent for First 5 Consultation Project IECMHC Services.
   - Link: https://laserfiche.alabama.gov/Forms/ADECE-FFPC

5. **First 5 Consultation Project Parental Consent Revocation**
   - Description: To be submitted by Parent/Guardian revoking consent for First 5 Consultation Project IECMHC Services.
   - Link: https://laserfiche.alabama.gov/Forms/ADECE-FFPCR

6. **First 5 Consultation Project Request for IECMHC Services**
   - Description: To be submitted as formal request for First 5 Consultation Project IECMHC Services on behalf of a qualifying child.
   - Link: https://laserfiche.alabama.gov/Forms/ADECE-FFRFS

7. **First Class Pre-K Site Details**
   - Program Director submits beginning of school year information related to program schedule, curriculum, and accreditation.
   - Link: https://laserfiche.alabama.gov/Forms/ADECE-FCPKSD

## Appendix T: Electronic Forms, cont.

**8. Increase in Enrollment Waiver Application**

- Description: Program director submits to request permission for a waiver to increase classroom enrollment.
- Link: https://laserfiche.alabama.gov/Forms/ADECE-IEWA

**9. Permission to Purchase**

- Description: Requests permission to spend OSR funds for purchases over $300, as required by First Class Pre-K Program Guidelines.
- Link: https://laserfiche.alabama.gov/Forms/ADECE-PTP

**10. Personnel Profile Form**

- Description: Collects First Class Pre-K personnel information for grant reporting and the creation and maintenance of accounts, usernames, passwords, and records in programs associated with the Alabama Department of Early Childhood Education.
- Link: https://laserfiche.alabama.gov/Forms/ADECE-PPF

**11. Self-Directed Study PD Approval**

- Description: Teachers in the DECE LEA use this form to apply for approval to receive professional development credit hours for completing online training/webinars that did not originate from the DECE. This application is not for teachers employed by an ALSDE LEA. Those teachers should seek approval through their own LEA.
- Link: https://laserfiche.alabama.gov/Forms/ADECE-SDSPDA

**12. Spending Plan**

- Description: Report expenditures of OSR funds (other than those designated for salaries and benefits) remaining after May 31st. Submit by June 15th. Funds must be spent no later than September 30th.
- Link: https://laserfiche.alabama.gov/Forms/ADECE-SP

**13. Student Change Report**

- Description: Report a status change related to a First Class Pre-K student including new enrollment, withdrawal, name change, modified attendance, or IEP referral/results.
- Link: https://laserfiche.alabama.gov/Forms/ADECE-SCR

**14. Teacher Credential Verification Form**

- Description: Lead and Auxiliary Teachers submit information allowing the department to verify teaching credentials and certifications.
- Link: https://laserfiche.alabama.gov/Forms/ADECE-TCVF

## Appendix U: ADECE Teacher Self-Directed Professional Development Process

# ADECE LEA First Class Pre-K Teacher Self-Directed PD Approval Process

***Prior to participating in any online webinar or other professional development experience:**

- Does this PD experience directly relate to your work in the pre-k classroom?
- Do the learning objectives of the PD experience correspond to the standards, guidelines and developmentally appropriate philosophy of ADECE?
- We suggest you share your PD plans with your ADECE coach prior to attending.

**Option 1: Completion of a webinar or online virtual PD experience that comes with a certificate/proof of participation**

- The teacher will enter the PD information in their PowerSchool account as an External Credit Request and upload the certificate/proof of participation

**Option 2: Completion of a recorded webinar or online virtual PD experience that does not come with a certificate/proof of participation**

- The teacher will complete the Self Directed Study PD form: https://laserfiche.alabama.gov/Forms/ADECE-SDSPDA
- The form must be submitted within 7 days of completion of the webinar/online virtual PD
- The teacher will enter the PD information in their PowerSchool account as an External Credit Request and upload the certificate/proof of participation

**Option 3: Completion of a live webinar or online virtual PD experience that does not come with a certificate/proof of participation**

- Prior to the PD experience, the teacher will forward the registration information to their coach/monitor that includes the title of the PD event, date, time and any additional information about the learning objectives for the PD experience
  - This can be screen shots from the live PD experience
  - This can be the registration confirmation email the teacher received
- The teacher will complete the Self Directed Study PD form: https://laserfiche.alabama.gov/Forms/ADECE-SDSPDA
- Form must be submitted within 7 days of completion of the webinar/online virtual PD
- The teacher will enter the PD information in their PowerSchool account as an External Credit Request and upload the certificate/proof of participation

# Suggested Virtual PD Experiences

CLASS/Teachstone Recorded Webinars (not myTeachstone resources):

- Managing Challenging Behaviors with CLASS - Teachstone experts weigh in on their own experiences from the classrooms and provide specific strategies you can use to manage those behaviors with CLASS. https://community.teachstone.com/viewdocument/ama-managing-challenging-behaviors-1?CommunityKey=00b2dc35-30ad-4ef3-8020-f722c650f5d1&tab=librarydocuments

- Setting Up Your Classroom For Success - https://community.teachstone.com/viewdocument/webinar-recording-setting-up-your?CommunityKey=00b2dc35-30ad-4ef3-8020-f722c650f5d1&tab=librarydocuments

*All FCPK and P-3 teachers with a myTeachstone account will receive a PD certificate of credit hours for the work they have completed in the 2019-2020 school year after May 15, 2020.

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Inclusion Webinars: Explore these webinars about inclusion issues related to children with disabilities or suspected delays

- Supporting Children with Disabilities Who Are Also Dual Language Learners - https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/disabilities-dialogue

- Preventing and Addressing Behaviors That Challenge Us - https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-practices-series

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Conscious Discipline *** Premium access membership is currently free, click on purchase and the total will be $0 for the suggested CD resources below:**

- Understanding Trauma: Reaching and Teaching Children with Trauma - https://consciousdiscipline.com/course/understanding-trauma-reaching-and-teaching-children-with-trauma/

- 2018 Breakout Session: Compassion in Action – We Care Center & Kindness Tree -https://consciousdiscipline.com/resources/elevate-breakout-session-compassion-in-action-we-care-center-and-kindness-tree/

- 2018 Breakout Session: Conflict Resolution – Teaching Social Skills (Ages 0-3) - https://consciousdiscipline.com/resources/elevate-breakout-session-conflict-resolution-teaching-social-skills-ages-0-3/

- 2018 Breakout Session: Conflict Resolution – Time Machine & Class Meetings with Young Children (Pre-K-Grade 2) - https://consciousdiscipline.com/resources/elevate-breakout-session-conflict-resolution-time-machine-class-meetings-with-young-children-pre-k-grade-2/

- 2018 Breakout Session: Conscious Discipline with Exceptional Children - https://consciousdiscipline.com/resources/elevate-breakout-session-conscious-discipline-with-exceptional-children/

- 2018 Breakout Session: Creating a Safe Place to Practice Self-Regulation - https://consciousdiscipline.com/resources/elevate-breakout-session-creating-a-safe-place-to-practice-self-regulation/
- 2018 Breakout Session: Creating a School Family Culture with Staff - https://consciousdiscipline.com/resources/elevate-breakout-session-creating-a-school-family-culture-with-staff/

- 2018 Breakout Session: Let's Celebrate! Celebration Center & School Family Assemblies - https://consciousdiscipline.com/resources/elevate-breakout-session-lets-celebrate-celebration-center-and-school-family-assemblies/

- 2018 Breakout Session: Meaningful Jobs for Everyone - https://consciousdiscipline.com/resources/elevate-breakout-session-meaningful-jobs-for-everyone/

- 2018 Breakout Session: Partnering with Families for Success - https://consciousdiscipline.com/resources/elevate-breakout-session-partnering-with-families-for-success/

- 2018 Breakout Session: Picture This! Visuals That Boost Safety and Connection for Infants and Toddlers - https://consciousdiscipline.com/resources/breakout-session-picture-this-visuals-that-boost-safety-and-connection-for-infants-and-toddlers/

- 2018 Breakout Session: Picture This! Visuals That Boost Safety and Connection for Young Children - https://consciousdiscipline.com/resources/elevate-breakout-session-picture-this-visuals-that-boost-safety-and-connection-for-young-children/

- 2018 Breakout Session: Start Your Day the Brain Smart Way - https://consciousdiscipline.com/resources/elevate-breakout-session-start-your-day-the-brain-smart-way/

- 2018 Breakout Session: Using Conscious Discipline to Integrate Social-Emotional Learning and Academics (Administrators) - https://consciousdiscipline.com/resources/elevate-breakout-session-using-conscious-discipline-to-integrate-social-emotional-learning-and-academics-administrators/

- 2018 Breakout Session: Weaving Rituals Throughout the Fabric of the Day (Pre-K-Grade 2) - https://consciousdiscipline.com/resources/elevate-breakout-session-weaving-rituals-throughout-the-fabric-of-the-day-pre-k-grade-2/

- 2018 Keynote: Closing Session - https://consciousdiscipline.com/resources/elevate-keynote-closing-session/

- 2018 Keynote: Consequences vs. Punishments and Rewards - https://consciousdiscipline.com/resources/elevate-keynote-consequences-vs-punishments-and-rewards/

- 2018 Keynote: It Starts in the Heart – Creating a School Family from the Inside Out - https://consciousdiscipline.com/resources/elevate-keynote-it-starts-in-the-heart-creating-a-school-family-from-the-inside-out/

- 2018 Keynote: Planting Seeds of Love in Hurting Hearts - ttps://consciousdiscipline.com/resources/elevate-keynote-planting-seeds-of-love-in-hurting-hearts/

- 2018 Keynote: Starting the Year with Shared Power - https://consciousdiscipline.com/resources/elevate-keynote-starting-the-year-with-shared-power-with-dr-becky-bailey/

- 2019 Breakout Session: Coaching – What Happens After the Professional Development (PD)? - https://consciousdiscipline.com/resources/elevate-breakout-session-coaching-what-happens-after-the-professional-development-pd/

- 2019 Breakout Session: Creating a Safe Place – Teaching Self-Regulation - https://consciousdiscipline.com/resources/elevate-breakout-session-creating-a-safe-place-teaching-self-regulation/

- 2019 Breakout Session: District-Wide Transformational Planning - https://consciousdiscipline.com/resources/elevate-breakout-session-district-wide-transformational-planning/

- 2019 Keynote: Healing Hurting Hearts – Trauma-Informed Strategies to Transform Behaviors - https://consciousdiscpline.com/resources/keynote-healing-hurting-hearts-trauma-informed-strategies-to-transform-behaviors/

- 2019 Keynote: Let's Do It – Starting the Year Off Brain Smart - https://consciousdiscipline.com/resources/keynote-lets-do-it-starting-the-year-off-brain-smart/

- 2019 Keynote: Noticing – Mindfulness at the Heart of Conscious Discipline - https://consciousdiscipline.com/resources/keynote-noticing-mindfulness-at-the-heart-of-conscious-discipline/

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Cox Campus

*Preschool and Pre-k Courses*

- The Power of Language - https://app.coxcampus.org/courses/57b76792299b861436405f17

- Meaningful Conversations - https://app.coxcampus.org/courses/57b767ed61112215368eb1ee

- Transforming Story Time - https://app.coxcampus.org/courses/57b7680b4b38c51636227e2e

- Building Word Knowledge - https://app.coxcampus.org/courses/554d24dbe6105d1800ef742c

- Foundations of Learning to Read - https://app.coxcampus.org/courses/550c31bcad7c501100f6ee76

- Sharing Ideas Through Writing -https://app.coxcampus.org/courses/554d2c851d89c616004eff04

- Tie it All Together -https://app.coxcampus.org/courses/554d2b561d89c616004eff02

*Infant and Toddler Courses*

- Power of Language for Infants & Toddlers -https://app.coxcampus.org/courses/5591af09a98d131a00c99701

- Talk With Me - https://app.coxcampus.org/courses/56461027abcdd82f0070efc3

- Talk With Me Baby - https://app.coxcampus.org/courses/57f539028f7ca06400e5b1a7

- Read With Me: Part 1 - https://app.coxcampus.org/courses/5702b5ec189a6e8c00b3f7be

- Read With Me: Part 2 -https://app.coxcampus.org/courses/5708a4a40110d11a00e5e364
- Rhyme With Me -https://app.coxcampus.org/courses/595165522e09ce1c0041b7ce

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Head Start ECLKC Website

- Teachers' Choice! Digging Deeper into Challenging Behavior: Part 1- https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/teachers-choice-digging-deeper-challenging-behavior-part-1
- Teachers' Choice! Digging Deeper into Challenging Behavior: Part 2 - https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/teachers-choice-digging-deeper-challenging-behavior-part-2
- Help Me Make a Strong Start! Strategies for Successful Kindergarten Transitions - https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/help-me-make-strong-start-strategies-successful-kindergarten-transitions
- Click, Zoom, Buzz: Adding STEAM to Everyday Activities - https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/click-zoom-buzz-adding-steam-everyday-activities
- Take It Outside! Adventures in Nature with STEAM - https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/take-it-outside-adventures-nature-steam
- Preschool Math Ideas: Hiding in Plain Sight - https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/preschool-math-ideas-hiding-plain-sight
- Art and Storybooks: Ideas from STEAM - https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/art-storybooks-ideas-steam
- Learning by Building: Engineering for Preschool Children - https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/learning-building-engineering-preschool-children
- Beyond Sink and Float: Science for Preschool Children - https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/beyond-sink-float-science-preschool-children

- More than Fun and Games: Digital Technologies and Children's Learning - https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/more-fun-games-digital-technologies-childrens-learning

- Click, Zoom, Buzz: Adding STEAM to Everyday Activities - https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/click-zoom-buzz-adding-steam-everyday-activities

- It's a Big Problem! Teaching Children Problem-Solving Skills - https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/its-big-problem-teaching-children-problem-solving-skills

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Devereux-Center for Resilient Children

- Building Your Bounce in a Challenging Time - https://events-na1.adobeconnect.com/content/connect/c1/2178926482/en/events/event/shared/default_template_simple/event_registration.html?connect-session=na1breez82bg2xcb4nc89u53&sco-id=3663116790&_charset_=utf-8

- FLIP IT! Transforming Challenging Behavior - https://events-na1.adobeconnect.com/content/connect/c1/2178926482/en/events/event/shared/default_template_simple/event_registration.html?connect-session=na1breez82bg2xcb4nc89u53&sco-id=2833940171&_charset_=utf-8

- Bringing Families on the Resilience-Building Journey - https://events-na1.adobeconnect.com/content/connect/c1/2178926482/en/events/event/shared/default_template_simple/event_registration.html?connect-session=na1breez82bg2xcb4nc89u53&sco-id=2686557742&_charset_=utf-8

- Monitor Progress & Track Results with the Conscious Discipline e-DECA System - https://events-na1.adobeconnect.com/content/connect/c1/2178926482/en/events/event/shared/default_template_simple/event_registration.html?connect-session=na1breeznpp86c5pf35bfmmr&sco-id=2802202303&_charset_=utf-8

- Trauma-Sensitive Practices for a Positive, Thriving Classroom - https://home.edweb.net/webinar/classroommanagement20180809/

- Rubber Bands and Umbrellas! 5 Practical Strategies for Helping Parents Understand Risk Factors, Protective Factors and Resilience - https://events-na1.adobeconnect.com/content/connect/c1/2178926482/en/events/event/shared/default_template_simple/event_registration.html?connect-session=na1breeznpp86c5pf35bfmmr&sco-id=3491938640&_charset_=utf-8

- Building Your Bounce: Simple Strategies for a Resilient You - https://events-na1.adobeconnect.com/content/connect/c1/2178926482/en/events/event/shared/default_template_simple/event_registration.html?connect-session=na1breeznpp86c5pf35bfmmr&sco-id=2690966987&_charset_=utf-8

- Take Care of YOU, Take ON Challenging Behaviors - https://events-na1.adobeconnect.com/content/connect/c1/2178926482/en/events/event/shared/default_template_simple/event_registration.html?connect-session=na1breeznpp86c5pf35bfmmr&sco-id=2713303756&_charset_=utf-8

- Facing the Challenge: Supporting Young Children Who Use Challenging Behaviors - https://events-na1.adobeconnect.com/content/connect/c1/2178926482/en/events/event/shared/default_template_simple/event_registration.html?connect-session=na1breeznpp86c5pf35bfmmr&sco-id=2691039210&_charset_=utf-8

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Early Childhood Investigations Webinars

- Using Mindfulness with Children of All Abilities to Keep Connections Strong, by Dr. Kristie Pretti-Frontczak - https://register.gotowebinar.com/register/2933807491141132302

- Understanding the Impact of Trauma on Behavior, by Barbara Kaiser - https://register.gotowebinar.com/register/4086074786195542795

- Executive Function and Language Development: Unpacking the Science and Exploring New Findings, Lisa Guernsey - https://register.gotowebinar.com/register/5613054541630007554

- Moving Beyond Multicultural Education: Promoting Equity in Early Childhood Education, by Jen Neitzel and Ebonyse Mead - https://register.gotowebinar.com/register/5416278243438638082

- Build a Culture of Family Engagement Through Responsive Communication, by Mary Muhs - https://register.gotowebinar.com/register/6563408616105439747

- Skip, Turm, & Hop Into Teaching ECE Math and Lanugage Arts through Movement, presented by Connie Bergstein Dow, MFA - https://register.gotowebinar.com/register/7182232449296538627

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GOLD

- Read It Once, Read it Twice, Read It Once Again - https://teachingstrategies.com/blog/webinar/interactive-read-alouds/

- Language, Literacy, Lounging, Laughing: Rethink the Library - https://teachingstrategies.com/blog/webinar/classroom-library/

- Move Beyond the Storybook: Make Informational and Nonfiction Texts Meaningful for Young Children - https://teachingstrategies.com/blog/webinar/move-beyond-the-storybook/

- Invisible Assessment: Capturing the Moments that Matter without Disrupting Learning - https://teachingstrategies.com/blog/webinar/invisible-assessment-capturing-the-moments-that-matter-without-disrupting-learning/

- Fidelity in the Preschool Classroom: Best Practices in Action -https://go.teachingstrategies.com/Positive-Relationships-Webinar-Registration-Page.html

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NAEYC

- Advancing Equity-Maximizing Learning in Diverse Classrooms -https://www.youtube.com/watch?v=hXif78m2XuE

- Creating Trauma Sensitive Classrooms -https://www.youtube.com/watch?v=mjG3xNxtU1E

- Making and Tinkering with STEM - https://www.youtube.com/watch?v=65X2bEYCAIs

- Oral Language and Literacy Instruction - https://www.youtube.com/watch?v=mn8g6E0B5EU&t=6s

- Planning for an Inclusive Classroom -https://www.youtube.com/watch?v=NQUWPpq8BRs

- Playful Math-how to Teach Essential Concepts with Fun Mathematical Games -https://www.youtube.com/watch?v=mCD8IOt9ln8