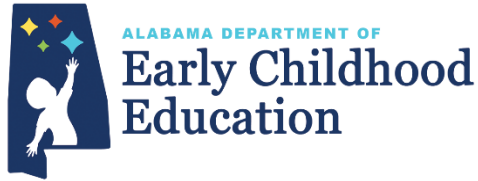




**The Alabama Department of Early Childhood Education
Office of School Readiness
First Class Pre-K Operating Toolkit
2021 - 2022**



Honorable Kay Ivey, Governor
Barbara J. Cooper, Ph.D., Secretary

August 12, 2021

Dear Alabama First Class Pre-K Directors and Educators:

With continued uncertainty in school and child care settings at the beginning of the 2021-2022 school year, the ADECE encourages everyone to remain vigilant to keep our children and educators as safe as possible. We want our youngest learners, in classroom settings where they can learn and thrive. We want our coaches and monitors to be able to work with classroom teachers and program directors to ensure that students have all the resources that they need to be successful. I encourage all providers to review the [guidance issued by the Alabama Department of Public Health](#) and stay updated with continuous [guidance from the CDC](#).

I recommit to you that each day I will work with you to make our agency better and stronger through the high-quality learning opportunities that you help us provide through the First Class Pre-K program. We know all too well what happens when children do not receive a positive early start. Therefore, we must view our work through an equity lens, allowing us to be intentional about identifying who we are missing and what supports are needed to ensure ALL truly means ALL for our children. The mission of the Alabama Department of Early Childhood Education is to innovate, support, and deliver cohesive, equitable systems of high-quality care and education so that Alabama children and families thrive and learn.

Internally, our department has continued to innovate to serve Alabama children and families more effectively. Since most of the ADECE's services are spread throughout the state, most of our staff are field based and we are constantly seeking ways to maximize their impact on the educators in the workforce in all 67 counties. After listening to the team and making observations over the past year, I am pleased that this week we issued Coaches and Monitors Frameworks to provide guidance for the high-quality support we provide educators.

Our accomplishments during 2020 were many and we anticipate continuing our work to ensure the Alabama Department of Early Childhood education is the number one agency in the nation in service to children and families. I encourage you to learn more about our work by reviewing the [2020 Annual Report](#) that was released last month.

We appreciate your dedication and recognize your efforts as we work to provide safe, developmentally appropriate, and engaging learning environments for all students.

Thank you for all you do for Alabama children, their families, and our communities.

Sincerely,

A handwritten signature in blue ink that reads "Barbara J. Cooper".

Barbara Cooper, Ph.D.

Introduction

The Alabama Department of Early Childhood Education (ADECE) continues to identify strategies to support educators as we respond to the COVID-19 pandemic. This guidance is provided as a supplement to The Alabama Department of Early Childhood Education (ADECE), Office of School Readiness: First Class Pre-K **Program Guidelines, Classroom Guidelines, and Appendices**. ADECE expects all funded programs to provide 180 days of developmentally appropriate, in-person instruction (6.5 hours per day) for all First Class Pre-K students as outlined in the First Class Pre-K Guidelines. This document includes guidance in the event of a temporary (14 days or less) or extended (more than 14 days) program or classroom closure due to the COVID-19 Pandemic. Specific Modifications to the First Class Pre-K Program and Classroom Guidelines and Appendices for the 2021-2022 school year are also included.

Note: ADECE Staff MAY NOT be excluded from visiting any ADECE-funded program and/or classroom. ADECE staff should be made aware of any location-specific guidelines surrounding social-distancing, use of personal protective equipment, and/or documented positive COVID-19 cases so necessary precautions can be taken prior to any site visit.

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Dear First Class Pre-K Directors and Teachers:

I am pleased to share that the Alabama Department of Early Childhood Education (ADECE) has purchased some resources we know you will find beneficial as you start the 2021-2022 school year and move forward throughout the school year with whatever challenges and opportunities the COVID-19 Pandemic presents.

The first resource is *The First Six Weeks: Building Your Preschool Classroom Community by Teaching Strategies*.™ *The First Six Weeks* is a set of selected resources from *The Creative Curriculum® for Preschool* that will help you lay the foundation for a successful school year. It incorporates multiple strategies for building positive relationships with preschool children and families and for creating a caring classroom community that leads to positive outcomes for all children. Each classroom will receive a kit shipped directly to the school or program address we have on file and your OSR Region Coach will be available to answer any questions you may have about the kit and its contents which include:

- The Creative Curriculum® for Preschool: The Foundation
 - Volume 1: The Foundation
 - Volume 2: Interest Areas
 - Volume 3: Literacy
 - Volume 4: Mathematics
 - Volume 5: Science and Technology, Social Studies & the Arts
 - Volume 6: Objectives for Development & Learning, Birth Through Third Grade
- The First Six Weeks: Building Your Classroom Community Getting Started
- The First Six Weeks: Building Your Classroom Community Teaching Guide
- 55 Intentional Teaching Cards™ (bilingual)
- [Mighty Minutes® for Preschool](#)
- 19 fiction and nonfiction books from the Teaching Strategies® Children’s Book Collection for Building Your Classroom Community
- 5 Book Discussion Cards™
- Teaching Strategies® Resource Organizer

The second resource is *The Creative Curriculum® Cloud*. This digital resource provides teachers with dynamic planning tools that help to individualize instruction, facilitate communication between teachers and families, and streamline weekly planning processes. In the event of a temporary classroom closure, this resource offers access to new family-facing resources to build consistency in learning experiences. *The Creative Curriculum® Cloud* provides digital functionality that streamlines and strengthens planning, teaching, and communication practices. This is the same digital platform we provided to all First Class Pre-K Classrooms last year which allowed consistent instructional practices amidst the various periods of rolling openings and closings due to the COVID-19 Pandemic.

The ADECE is highly committed to ensuring resources are available that will allow children and families to maintain instructional consistency in the event this pattern occurs during the 2021-2022 school year. When you log-into your TS GOLD account, you should already have access to *The Creative Curriculum® Cloud* and you can anticipate the arrival of your First Six Weeks Kit within the next few days.

Please feel free to reach out to your Region Director or OSR Region Coach with any questions or suggestions you may have. We want to hear about your experience with these resources. Thank you for your work to make Alabama a better place for our youngest citizens. Have an outstanding school year!

Sincerely,



Barbara Cooper, Ph.D.
Secretary

The following evidence-based connection strategies will help with relationship-building in a virtual learning classroom environment.

Teacher : Child Connection Strategies

Strategy	Description
Small Group Zoom	From the child survey, create voting opportunities on Zoom calls with variables such as thumbs up/ thumbs down, make a specific animal sound, or move a certain way by clapping, bouncing, or waving. Have them vote and count these votes, link children together with the same interests and don't forget to cast your vote in as well.
Create a daily check-in with children	This can be done via Zoom platform or even a google doc. The goal is that it is a brief check-in, and it can be questions like: How are you feeling today? What do you want to do today? Do you have any news to share? The answer can be created into a daily newsletter then can be emailed to parents and then shared with children.
Virtual Field Trips	Using the power of the internet take the children on virtual field trips. Use a read aloud or talk about a place the children visited. Ask them if they could go anywhere where would they go? If possible, make it into a short fun virtual trip!
Feelings Chart	Make a simple feelings chart and have the children make the faces of the feelings and have them tell what makes them happy, mad, sad, scared
Spotlight a STAR student each day	The STAR Student is spotlighted with interview questions that the teachers ask the child and parent.
Question of the day or problem of the day	Send a question or problem and ask parents to send the responses, then create a letter highlighting what the responses were
Story Time	Reading a story or using a website like Vooks
Morning Meeting	Same time each day have a morning meeting with the children just like in the classroom; start slow with movement and singing as the children become familiar with using Zoom (offer multiple choices of times for daily meetings)
Dance Party	Host a dance party and let children dance in their homes
Flat Teacher Activity	Send a cut-out of you to each child and ask them to take you through their day. Have them tape your picture to a piece of paper and draw around you the things you saw
You Draw Me and I will draw you!	Hop on Zoom with one child and ask them to draw you and you draw the child, talk your process through with the child and share the pictures. It would be a nice touch to mail your drawing of the child to them
Virtual Lunch Date	Or Breakfast or Dinner or snack- share a meal with one child at a time and talk to get to know the child, let them lead
CD Elements	Record Brain Smart Starts, I Love You Rituals and share with your children.
Schedules	When hosting a meeting, have a schedule of what your time together will be and refer to the schedule throughout the session to teach the pattern. Keep the pattern the same for zoom meetings

Child : Child Connection Strategies

Strategy	Description
Same interests Small	From the child survey, group together children with a similar interest (for example: children who like the color blue). Then do an activity or song with blue. Alternate the groups based on interests from the survey.
Groups Zoom	Ask the child in a small group setting to pick their favorite movement and ask the other children to copy, give everyone a turn
Games	Create class books virtually which can be done easily with a PowerPoint format and send to families (be sure to add their interests on their pages)
Class Books	Create a class tree with the children and add pictures of their families as you would in the classroom when school opens move the tree to the classroom. (be sure the class tree is visible during your Zoom meetings)
Class Tree	Create the Wish You Well Board and support children in wishing each other well each day
Wish You Well	Send a cut-out of a child to another child and have them take their new friend with them throughout their day. Send the cut-out with the child's first name and things they like. Bring the two together on a Zoom call and have them share their days
Flat Stanley for Children	Create a BINGO board with the pictures of your class and then ask questions to see who can find the child you are describing- I see a friend who is wearing a blue shirt, with dark hair and glasses? Who do I see?
Find Our Friends Bingo Game	Invite two children together virtually to share a snack and get to know each other and you.
Snack Time	Create a dramatic play scenario such as restaurant, school, vet, etc. Teacher facilitates the dramatic play and allows children to pretend virtually over ZOOM with small groups of children
Dramatic Play Virtual	This can follow themes, specific letters, colors, likes, dislikes, the options are unlimited, and children love to share what they have around their homes. Small groups work great with this and remember to periodically change who is in the small groups, so the children get to know each other as well. Be sure to share YOUR special item! You may need to help children with what questions to ask, so be sure you have some questions available.
Show and Tell	starters ready to go
Same interests Small	From the child survey, group together children with a similar interest (for example: children who like the color blue). Then do an activity or song with blue. Alternate the groups based on interests from the survey.
Groups Zoom	Ask the child in a small group setting to pick their favorite movement and ask the other children to copy, give everyone a turn
Games	Create class books virtually which can be done easily with a PowerPoint format and send to families (be sure to add their interests on their pages)

Teacher : Family Connection Strategies

Strategy	Description
Talent Survey with families	Ask your families what their talents are and think how those could support your classroom community.
** DECA-P	Reach out to the family and complete the DECA-P using the family member's answers.
Technology and Time Survey	Get to know your family's technology needs and their schedules to allow for virtual connection
Family and teacher Conferences	Meet with your families regularly to not only check-in but also learn
Weekly Newsletters	more about their children. Aim for these times to be around 20-30 minutes and allow families to sign up around their schedules.
Ask Family to create an all about US poster	These can be informative and fun, send them home weekly to keep all families connected about what is happening in the school and classroom virtual community.
Create Family Challenges	Share these virtually so each family can be highlighted
Create a private Facebook page	Fun things that families can complete together and then send in
Create a recipe book	pictures- make the topics broad so families can be creative together and you can highlight their personalities
Schedule Group Family Meetings	A place where your classroom community can come together virtually, and ideas can be shared
Draw a family portrait to share with class	Families can send in submissions to create resources for the whole classroom (recipes, cabin fever activities, favorite places to take children, etc.) consider any topic and tap into the wisdom of your

First Class Pre-K Teaching and Learning Framework					
Area of Development & Learning	Essential Objectives	High-Quality Instructional Materials	Assessments to Inform Learning	Growth Indicators	Family Support & Resources
<i>Social Emotional</i>	<ul style="list-style-type: none"> Regulates own emotions and behaviors Establishes and sustains positive relationships Participates cooperatively and constructively in group situations 	<p>ASELDs</p> <p>GOLD®: Objectives for Development and Learning</p> <p>Individual Program Curricula</p>	<p>Teaching Strategies™ GOLD®: Assessment System</p> <p>Ages and Stages: Developmental Screener</p> <p>e-DECA: Assessment System (protective factors)</p>	<ul style="list-style-type: none"> Manages feelings Follows limits and expectations Takes care of own needs appropriately Forms relationships with adults Responds to emotional cues Interacts with peers Makes friends Balances needs and rights of self and others Solves social problems 	<p>Promoting Resilience for Now and Forever</p> <p><i>Site-specific based on needs of students</i></p> <p>ASELDs</p>
<i>Literacy</i>	<ul style="list-style-type: none"> Demonstrates phonological awareness Demonstrates knowledge of the alphabet Demonstrates knowledge of print and its uses Comprehends and responds to books and other texts Demonstrates writing skills 	<p>ASELDs</p> <p>GOLD®: Objectives for Development and Learning</p> <p>Individual Program Curricula</p>	<p>Teaching Strategies™ GOLD®: Assessment System</p> <p>Ages and Stages: Developmental Screener</p>	<ul style="list-style-type: none"> Notices and discriminates rhyme Notices and discriminates alliteration Notices and discriminates discrete units of sound Identifies and names letters Uses letter–sound knowledge Uses and appreciates books Uses print concepts Interacts during reading experiences and book conversations Uses emergent reading skills Retells stories Writes name Writes to convey meaning 	<p>ASELDs</p> <p><i>Site-specific based on needs of students</i></p>

First Class Pre-K Teaching and Learning Framework					
Area of Development & Learning	Essential Objectives	High-Quality Instructional Materials	Assessments to Inform Learning	Growth Indicators	Family Support & Resources
<i>Language</i>	<ul style="list-style-type: none"> Listens to and understands increasingly complex language Uses language to express thoughts and needs Uses appropriate conversational and other communication skills 	<p>ASELDs</p> <p>GOLD®: Objectives for Development and Learning</p> <p>Individual Program Curricula</p>	<p>Teaching Strategies™ GOLD®: Assessment System</p> <p>Ages and Stages: Developmental Screener</p> <p>e-DECA: Assessment System (protective factors)</p>	<ul style="list-style-type: none"> Comprehends language Follows directions Uses an expanding expressive vocabulary Speaks clearly Uses conventional grammar Tells about another time or place Engages in conversations Uses social rules of language 	<p>ASELDs</p> <p><i>Site-specific based on needs of students</i></p>
<i>Cognitive</i>	<ul style="list-style-type: none"> Demonstrates positive approaches to learning Remembers and connects experiences Uses classification skills Uses symbols and images to represent something not present 	<p>ASELDs</p> <p>GOLD®: Objectives for Development and Learning</p> <p>Individual Program Curricula</p>	<p>Teaching Strategies™ GOLD®: Assessment System</p> <p>Ages and Stages: Developmental Screener</p> <p>e-DECA: Assessment System (protective factors)</p>	<ul style="list-style-type: none"> Attends and engages Persists Solves problems Shows curiosity and motivation Shows flexibility and inventiveness in thinking Recognizes and recalls Makes connections Thinks symbolically Engages in sociodramatic play 	<p>ASELDs</p> <p><i>Site-specific based on needs of students</i></p>
<i>Mathematics</i>	<ul style="list-style-type: none"> Uses number concepts and operations Explores and describes spatial relationships and shapes Compares and measures Demonstrates knowledge of patterns 	<p>ASELDs</p> <p>GOLD®: Objectives for Development and Learning</p> <p>Individual Program Curricula</p>	<p>Teaching Strategies™ GOLD®: Assessment System</p> <p>Ages and Stages: Developmental Screener</p>	<ul style="list-style-type: none"> Counts Quantifies Connects numerals Understands spatial relationships Understands shapes 	<p>ASELDs</p> <p><i>Site-specific based on needs of students</i></p>

First Class Pre-K Teaching and Learning Framework					
Area of Development & Learning	Essential Objectives	High-Quality Instructional Materials	Assessments to Inform Learning	Growth Indicators	Family Support & Resources
<i>Physical</i>	<ul style="list-style-type: none"> ▪ Demonstrates traveling skills ▪ Demonstrates balancing skills ▪ Demonstrates gross-motor manipulative skills ▪ Demonstrates fine-motor strength and coordination 	<p><i>ASELDs</i></p> <p><i>GOLD®</i>: Objectives for Development and Learning</p> <p>Individual Program Curricula</p>	<p>Teaching Strategies™ GOLD®: Assessment System</p> <p><i>Ages and Stages:</i> Developmental Screener</p>	<ul style="list-style-type: none"> ▪ Uses fingers and hands ▪ Uses writing and drawing tools 	<p><i>ASELDs</i></p> <p><i>Site-specific based on needs of students</i></p>
<i>Science and Technology</i>	<ul style="list-style-type: none"> ▪ Uses scientific inquiry skills ▪ Demonstrates knowledge of the characteristics of living things ▪ Demonstrates knowledge of the physical properties of objects and materials ▪ Demonstrates knowledge of Earth’s environment ▪ Uses tools and other technology to perform tasks 	<p><i>ASELDs</i></p> <p><i>GOLD®</i>: Objectives for Development and Learning</p> <p>Individual Program Curricula</p>	<p>Teaching Strategies™ GOLD®: Assessment System</p> <p><i>Ages and Stages:</i> Developmental Screener</p>	<i>Emerging</i>	<p><i>ASELDs</i></p> <p><i>Site-specific based on needs of students</i></p>
<i>The Arts</i>	<ul style="list-style-type: none"> ▪ Explores the visual arts ▪ Explores musical concepts and expression ▪ Explores dance and movement concepts ▪ Explores drama through actions and language 	<p><i>ASELDs</i></p> <p><i>GOLD®</i>: Objectives for Development and Learning</p> <p>Individual Program Curricula</p>	<p>Teaching Strategies™ GOLD®: Assessment System</p>	<i>Emerging</i>	<p><i>ASELDs</i></p> <p><i>Site-specific based on needs of students</i></p>

First Class Pre-K Teaching and Learning Framework					
Area of Development & Learning	Essential Objectives	High-Quality Instructional Materials	Assessments to Inform Learning	Growth Indicators	Family Support & Resources
<i>Social Studies</i>	<ul style="list-style-type: none"> ▪ Demonstrates knowledge about self ▪ Shows basic understanding of people and how they live ▪ Explores change related to familiar people or places ▪ Demonstrates simple geographic knowledge 	<p>ASELDs</p> <p>GOLD®: Objectives for Development and Learning</p> <p>Individual Program Curricula</p>	<p>Teaching Strategies™ GOLD®: Assessment System</p> <p>Ages and Stages: Developmental Screener</p> <p>e-DECA: Assessment System (protective factors)</p>	<i>Emerging</i>	<p>Promoting Resilience for Now and Forever</p> <p>ASELDs</p> <p><i>Site-specific based on needs of students</i></p>
<i>English Language Acquisition</i>	<ul style="list-style-type: none"> ▪ Demonstrates progress in listening to and understanding English ▪ Demonstrates progress in speaking English 	<p>ASELDs</p> <p>GOLD®: Objectives for Development and Learning</p> <p>Individual Program Curricula</p>	<p>Teaching Strategies™ GOLD®: Assessment System</p> <p>Ages and Stages: Developmental Screener</p> <p>e-DECA: Assessment System (protective factors)</p>	<i>Emerging</i>	<p>Promoting Resilience for Now and Forever</p> <p>ASELDs</p> <p><i>Site-specific based on needs of students</i></p>

First Class Pre-K Assessment Framework					
Content Areas	Assessment	Type/Purpose	Brief Description	Administration	Implementation
<i>Communication, Gross and Fine Motor, Problem Solving, Personal-Social</i>	Ages and Stages Questionnaire	Developmental Screener	Pin-points developmental progressions in children by capturing Parent/Family' in-depth knowledge	Parent/Family completes prior to enrollment or within first 30-days of school	Essential
<i>SEL</i>	DECA-P	Social-Emotional Assessment with Behavioral Screener	Helps users identify individual children's social and emotional strengths and needs (Initiative, Attachment/Relationships, Self-Regulation)	Teacher completes after 4-weeks of contact observation	Essential
<i>ALL</i>	Teaching Strategies™ GOLD®:	Assessment Tool	Comprehensive authentic, observation-based assessment system supports 38-research-based objectives for development and learning	Check point cycles: October 22, 2021 February 18, 2022 May 20, 2021	Essential

First Class Pre-K Remote Learning Framework		
<p>Each Grantee will determine how to implement the guidance based on its unique district or program governance, student population, school/program facilities, and technological capacity. <i>Districts and programs are expected to provide in-person instruction for all First Class Pre-K students while taking into consideration health and safety guidance</i> provided by the Centers for Disease Control (CDC), the Alabama Department of Public Health (ADPH), the Alabama Department of Human Resources (DHR), and other regulatory agencies.</p>		
Target Audience	Essential Guidance	Timeframe
<p><i>Grantee, Program Director, Principal</i></p>	<ol style="list-style-type: none"> 1. Establish written, clearly defined roles and responsibilities for the Lead Teacher and Auxiliary Teacher. Roles and responsibilities should incorporate the expectation for developmentally appropriate early learning activities as well as DAILY social connection activities. Roles and responsibilities must specify duties of the Lead Teacher and duties of the Auxiliary Teacher in the event both in-person and remote learning combined classroom options are <i>temporarily</i> offered and/or classroom/program closures due to the COVID-19 Pandemic require complete remote learning. Contact Region Director if assistance is needed in developing roles and responsibilities. <i>Note: Any modification to the teacher or student day must be approved by the Region Director.</i> 2. Maintain classroom roster enrollment of 18 students. If in-person instruction is not possible for a student(s) due to significant medical conditions, this requirement can be met through a combination of in-person and remote learning opportunities. Medical need requiring a student(s) to receive extended remote learning must be documented and information shared with Region Director. 3. Develop a written plan for ensuring classrooms do not exceed the 9:1, student-teacher ratio in the midst of a COVID-19 occurrence. Contact the Region Director for guidance in the event there are challenges securing classroom substitutes meeting OSR guidelines. 4. Ensure teachers conduct an Initial Parent/Family Conference to gather information regarding the family’s capacity to support children’s continued learning at home. A sample Conference Form is available from the Region Director or Region Coach. 5. Provide Lead and Auxiliary Teacher with technology devices to support remote learning (laptop computer with a built-in camera recommended). 6. Develop a written plan to engage students and families who do not have access to digital learning devices and/or reliable internet services (Ex.: telephone communication system; provide families a printed copy of lessons and activities). 7. Develop a written plan to ensure Dual Language Learners are fully supported in access and understanding of all oral and written communication and/or resources. Instruction and assessments should be tailored to students’ English Language proficiency needs in all four-language domains (Listening, Speaking, Reading, and Writing). 8. Ensure written plan provides services for all students with disabilities, including students with 504 plans, and maintain appropriate documentation to support all efforts; Assure students with disabilities will not be excluded from participating in First Class Pre-K. 9. Ensure both Lead and Auxiliary Teacher receive full pay for days school closures occur due to COVID-19. All OSR Funds allocated for teachers’ salaries should be used for this purpose. 	<p><i>Prior to the start of the program year: More specific dates located under Essential Guidance</i></p>

<p style="text-align: center;"><i>Grantee, Program Director, Principal</i></p>	<p>10. <u>General Expectations with Modifications:</u></p> <ul style="list-style-type: none"> a. Parent/Family Orientation: required as outlined in the First Class Pre-K Program Guidelines; a virtual orientation may be facilitated to accommodate heightened health and safety procedures due to the COVID-19 Pandemic. b. Health Screenings: required as outlined in the First Class Pre-K Program Guidelines with the expectation that health care personnel will follow necessary health and safety precautions. c. Class Size and Materials: enrollment of 18 students as outlined in the First Class Pre-K Program Guidelines; class materials should be available and accessible to children at all times; Please contact the Region Director or Region Coach with questions about modifications <i>prior</i> to implementation. d. Joint Planning: as outlined in the First Class Pre-K Program Guidelines; adjustments may be made to accommodate local procedure changes associated with the COVID-19 Pandemic. Modification should be shared with Region Director for approval. e. Attendance: as outlined in the OSR Program Guidelines; each program should have a written plan for monitoring and documenting student attendance/participation while engaged in remote learning. Program Directors should notify the Region Director with any significant decreases in overall enrollment (class with less than 16 students for 3 weeks or more). f. Field Trips: optional for the 2021 – 2022 program year due to the COVID-19 Pandemic. g. Student Fees: First Class Pre-K parent fees should be waived during any time the program/school/class is closed in excess of 10 days due to the COVID-19 Pandemic or for any child REQUIRED to miss school due to a documented quarantine. <p>11. Establish guidelines to ensure First Class Pre-K staff have appropriate personal protective equipment in accordance with guidance provided by federal, state, and local health agencies/officials and any adopted local COVID-19 program policies.</p> <p>12. Share written Remote Learning Plan with Region Director by August 30, 2021</p>	
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First Class Pre-K Remote Learning Framework		
Target Audience	Essential Guidance	Timeframe
<p>Essential Guidance for Remote Learning Closures that Last for 2-weeks or Less (For students who have been excluded from attendance due to COVID-19 or for Complete school, program, or classroom closures due to COVID-19)</p>		
<p><i>First Class Pre-K Teaching Team</i></p>	<ol style="list-style-type: none"> 1. Provide students with developmentally appropriate early learning activities to cover each day of the 2 week closure; Dual Language Learners should receive this information in a language they can understand. <ol style="list-style-type: none"> a. The following areas should be included in the 2-week plan: <ul style="list-style-type: none"> ✓ Daily: Social Connection: provide an opportunity for children to build social-emotional skills; ✓ Daily: Language/Literacy: create an opportunity to build children’s phonological awareness, comprehension and writing skills; ✓ Daily: Physical: develop ideas for gross motor and outdoor play. b. The following areas should be included in the 2-week plan: <ul style="list-style-type: none"> ✓ Weekly: Math Learning Activity (one-on-one, small group or family activity); ✓ Weekly: Challenge Activity -Family activity using Intentional Teaching Cards or Mighty Minutes; ✓ Weekly: Science Experiment/Solving Appropriate Problems. 2. Use an LEA or program approved learning management system (LMS) (PowerSchool, Google Classroom, Creative Curriculum® Cloud, etc.) to provide DAILY social connection and/or remote learning activities to students. If the selected LMS does not have the option for live 2-way interaction with individuals and groups, another video communication tool is needed to provide instruction (Zoom, MS Teams, Google Meets, etc.). If parents/families do not have access to electronic devices or have internet capabilities, teachers must provide them a printed copy of lessons and activities. 3. Establish and provide parents/families an established teacher schedule for “Virtual Hours” so they can plan accordingly. 4. Work with parents/families for Teaching Strategies™ GOLD® documentation; Families can upload photos and videos of their children’s learning and activity in the secure MyTeachingStrategies™ Family portal. Teachers can use to document student progress. 5. Send a copy of weekly lesson plans to the Region Coach. 	<p>Daily Instructional Time Considerations:</p> <p><u>Minimum:</u> 20 minutes each day</p> <p><u>Maximum:</u> 60 minutes each day</p> <p><u>Recommended length to sustain attention:</u> 3-5 minutes</p>

First Class Pre-K Remote Learning Framework		
Essential Guidance for Remote Learning Closures that Extend Beyond 2-weeks		
(For students who have been excluded from attendance due to COVID-19 or for Complete school, program, or classroom closures due to COVID-19)		
Target Audience	Essential Guidance	Implementation
<i>First Class Pre-K Teaching Team</i>	<ol style="list-style-type: none"> 1. In addition to meeting the requirements outlined in Steps 1 – 5 above, school, program, or classroom closures that extend beyond a 2 week period should also provide each family with resources they will use remotely to support the student’s continued early learning. Teachers are expected to develop and share developmentally appropriate learning activities with families. 2. These steps should also be taken for any student who has to participate in remote learning for more than 2 weeks due to a required quarantine associated with COVID-19. 3. Daily Instructional Time Considerations remain the same: <ul style="list-style-type: none"> ✓ Minimum of 20 minutes each day ✓ Maximum of 60 minutes each day ✓ Recommended length to sustain attentions is 3 to 5 minutes 	
<i>Families</i>	<p>Family Engagement: required as outlined in the First Class Pre-K Program Guidelines with the expectation that activities are offered that families can complete remotely.</p> <ol style="list-style-type: none"> 1. <i>Promoting Resilience for Now and Forever</i>: Family Guide for supporting social and emotional development of preschool children (Focus areas: social emotional health, initiative, self-regulation, attachment/relationships). 2. BornReady™: focused on raising awareness among parents/caregivers of the importance of early brain development and high-quality early care and education; designed to empower and give parents/caregivers access to tools needed to be their children’s first and best teacher. Parents can register at https://bornready.org/ to sign up for tips and activities. 3. <u>Families</u>: https://children.alabama.gov/wp-content/uploads/2021/02/ASLED-Section-1.pdf 	<i>Immediate</i>
<i>First Class Pre-K Teaching Team & Families</i>	<p>First Class Pre-K Mental Health Consultants will remain accessible to teaching staff and families for the duration of school closures due to COVID-19.</p> <ol style="list-style-type: none"> 1. Teaching Teams: Consultants will be available to help you process emotional content related to your work in challenging circumstances and to manage stress and anxiety. Please contact the coach assigned to your classroom if you feel you would like to meet with a consultant virtually. 2. Families: Consultants will be available to help families process emotional content related to parenting in challenging circumstances, tips to manage stress and anxiety, and provide parenting strategies for challenging behaviors. Families should be encouraged to reach out to their child’s teacher if they would like to meet with a consultant virtually. 	<i>After 2 weeks of remote instruction</i>

Resource Guide

Health Related Guidance

- Alabama Department of Public Health K – 12 Back to School Guidance <https://www.alabamapublichealth.gov/covid19/assets/cov-school-guidance-073021.pdf>
- AAP COVID-19 Guidance for Safe Schools
 - “The American Academy of Pediatrics (AAP) strongly advocates that all policy considerations for school plans should start with the goal of keeping students safe and physically present in school.” Click on the link for the complete guidance. <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools>
- AAP Guidance Related to Childcare During COVID-19
 - This guidance from the American Academy of Pediatrics (AAP) is based on what is currently known about the transmission and severity of COVID-19. Further guidance is available on the Centers for Disease Control and Prevention (CDC) website. Early care and education programs should also consult Caring for our Children as a resource for best practices. <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/guidance-related-to-childcare-during-covid-19>

Restart & Recovery: Addressing Unfinished Learning for Youngest Learners

- Council of Chief State School Officers (CCSSO): Supporting States Amid Coronavirus Outbreak
 - <https://753a0706.flowpaper.com/CCSSORRAddressingUnfinished/#page=1>

COVID-19 Health Education for Children

- Coronavirus Social Story <https://northfieldschools.org/2020/03/covid-19-social-story-for-young-children/>
- Talking Points for Families <https://www.brighthorizons.com/family-resources/talking-to-children-about-covid19>
- Child-Friendly Coronavirus Story <https://safarikidusa.com/wp-content/uploads/2020/04/Health-Lesson-Child-Friendly-Explanation-of-Coronavirus.pdf>
- Task of the Mask Story <https://consciousdiscipline.com/resources/the-task-of-the-mask/>
- Mask & Gloves Story <https://consciousdiscipline.com/resources/masks-and-gloves-printable-story/>
- Breathing Techniques https://www.youtube.com/watch?v=joYDE8_jsHk

Wellness Information for Adults

- Body Scan Meditation <https://www.verywellmind.com/body-scan-meditation-why-and-how-3144782>
- Emotional Check-Ins <https://drallisonanswers.com/mindfulness/the-power-of-emotional-check-ins-and-5-steps-to-help-you-get-started/>
- COVID-19: Managing Stress and Sleep <https://intermountainhealthcare.org/blogs/topics/covid-19/2020/04/covid-19-managing-stress-and-sleep/>
- Anxiety Exercises for Relaxation <https://www.healthline.com/health/anxiety-exercises#takeaway>
- Meditation and Stress Reduction <https://www.mayoclinic.org/tests-procedures/meditation/in-depth/meditation/art-20045858>
- Time Management for Self-Care <https://wellseek.co/2018/06/04/why-time-management-can-be-a-form-of-self-care/>

Remote Learning Considerations

1. Select, use, integrate, and evaluate technology and interactive media tools in intentional and developmentally appropriate ways, giving careful attention to the appropriateness and the quality of the content, the child's experience, and the opportunities for co-engagement.
2. Provide a balance of activities in programs for young children, recognizing that technology and interactive media can be valuable tools when used intentionally with children to extend and support active, hands-on, creative, and authentic engagement with those around them and with their world.
3. Prohibit the passive use of television, videos, DVDs, and other non-interactive technologies and media in early childhood programs for children younger than 2 and discourage passive and non-interactive uses with children ages 2 through 5.
4. Limit any use of technology and interactive media in programs for children younger than 2 to those that appropriately support responsive interactions between caregivers and children and that strengthen adult-child relationships.
5. Carefully consider the screen time recommendations from public health organizations for children from birth through age 5 when determining appropriate limits on technology and media use in early childhood settings. Screen time estimates should include time spent in front of a screen at the early childhood program and, with input from Parent/Family and families, at home and elsewhere.
6. Provide leadership in ensuring equitable access to technology and interactive media experiences for all children, parents, and families. Recommendations from NAEYC and the Fred Rogers Center

Student and Data Privacy during Online Learning

- <https://studentprivacy.ed.gov/resources/ferpa-and-virtual-learning-during-covid-19>
- <https://edtechmagazine.com/k12/media/video/best-practices-ensuring-data-privacy-remote-learning-environment>
- [https://www.unicef.org/csr/files/UNICEF_Childrens_Online_Privacy_and_Freedom_of_Expression\(1\).pdf](https://www.unicef.org/csr/files/UNICEF_Childrens_Online_Privacy_and_Freedom_of_Expression(1).pdf)

Alabama Standards for Early Learning and Development (ASELDs)

<https://children.alabama.gov/alabama-standards-for-early-learning-and-development/>

Assessment Resources

Best practice webinars and information sharing tools for families

- <https://go.teachingstrategies.com/best-practices-webinar-series>
- <https://teachingstrategies.force.com/portal/s/article/What-is-MyTeachingStrategies-Family?r=O&ui-knowledge-aloha-components-aura-components-knowledgeone.ArticleActions.handleEditPublished=1&ui-force-components-controllers-recordGlobalValueProvider.RecordGvp.getRecord=1>
- <https://teachingstrategies.force.com/portal/s/article/How-do-I-share-Development-and-Learning-activities-with-family-members>

Developmentally Appropriate Online Tools and Resources

- Language and Literacy
 - <https://www.coxcampus.org/>
 - <https://www.storyplace.org/>
 - activities, reading lists, and videos available in English and Spanish
 - Check with local library for online read-alouds
- Math Resources
 - <http://bedtimemath.org/splash-of-math/>
 - https://zenomath.org/toolbox/?mc_cid=f006c40b23&mc_eid=b1af2a92b7
- Family Ideas (available in Spanish)
 - <http://www.truceteachers.org/family-play-plans.html>
- Science Resources <https://pbskids.org/apps/play-and-learn-science-.html>
- Music and Movement (available in Spanish)
 - <https://www.youtube.com/user/CosmicKidsYoga>
 - <https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/>

- Social Emotional (Spanish and Chinese)
 - <https://cainclusion.org/teachingpyramid/materials/family/>
 - <https://centerforresilientchildren.org/wp-content/uploads/Sample-pages-from-PRP.pdf>
 - https://www.youtube.com/watch?v=j0YDE8_jsHk

Resources to Support Dual-language learners and families

- <https://children.alabama.gov/wida/>
- <https://www.naeyc.org/resources/pubs/tyc/dec2018/supporting-children-superdiverse-settings>
- <https://www.naeyc.org/resources/topics/dual-language-learners>
- <https://www.naeyc.org/resources/pubs/yc/nov2015/what-Parent/Family-have-teach-us-about-their-dual-language-children>
- <https://wida.wisc.edu/sites/default/files/resource/Early-ELD-Standards-Guide-2014-Edition.pdf>

Multiple Resource Topics

- Alabama Family Central <https://alabamafamilycentral.org/>
- National Association for the Education of Young Children <https://www.naeyc.org/resources/topics/covid-19>
- Harvard Center for the Developing Child <https://developingchild.harvard.edu/guide/a-guide-to-covid-19-and-early-childhood-development/>
- Help Me Grow <https://helpmegrowalabama.org/>
- Born Ready <https://bornready.org/about/>