

STATUS	TASK	APPENDIX	SUBMISSION DEADLINE	SUBMISSION FORMAT
	Initial Budget		September 30 th	ECEData
	Accreditation Documentation		September 30 th	Copy to Monitor
	Official Transcripts <i>(new non-certified lead & all auxiliary teachers only)</i>		Within 30 days of hire date	<p><i>See Program Guidelines pg. 10 for full details</i></p> <p>Complete the online Teacher Credential Verification form. *See Laserfiche link at the end of the Appendices</p> <p>Upload an unofficial transcript or provide your teaching certificate number that can be found at: https://tcert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx</p> <p>Mail official copy to: Alabama Dept. Early Childhood Education Attn: Teacher Transcripts P.O. Box 302755 Montgomery, AL 36130-2755</p>
	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 *or within 10 days of employment date for any new staff hired during the school year	Mail official notarized copy to: Alabama Dept. of Early Childhood Education Office of School Readiness Attention: Background Verification Form P.O. Box 302755 Montgomery, AL 36130-2755
	Health Screening Permission & Review	D	Permission by 20 th day of school; parent review by Dec. 15 th	On-Site
	Child Health Screening Record	E	October 31 st	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 1 st , Monthly Calendar/Flyer/Newsletter monthly as applicable	Onsite
	Individual Parent/Family Engagement Log	K	As Needed	Onsite
	Amended Budget		January 31 st	ECEDData
	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 30 th	Electronic - participant will receive a link to the survey via email
	Final budget	Online	May 31st	ECEDData
	Help Me Grow Universal Resource Form	Q	As Needed	Electronic - to care coordinator for your area via email or fax

	Director Guidelines for Pre-Registration	R		
	LaserFiche Links	S	As Needed	
	Self-Directed PD Approval Processes with Suggested Online/Virtual Professional Development Opportunities	T	As Needed	
	Alabama Transition to Kindergarten Toolkit	U	Ongoing	
	eDECA		Fall and Spring	Electronic - participant will complete following guidance from ADECE staff

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

Lead Teacher Base Salary

<u>First Class Pre-K Lead Teacher Base Salary</u>	\$43, 357.60
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Auxiliary Teacher Base Salary

<u>First Class Pre-K Auxiliary Teacher Base Salary</u>	\$21,216
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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 2022-2023 Sliding Fee Scale for the First Class Pre-K Program

Based on the Annual 2022 Health & Human Services Poverty Guidelines and Federal Poverty Levels for the 48 Contiguous States and D.C.

Family Income and Poverty Levels 2022-2023															
<u>2 people in household</u> Annual Income Choices: 1. \$0 - \$36,620 2. \$36,621 - \$54,930 3. \$54,931 - \$73,240 4. \$73,241 or more	<u>3 people in household</u> Annual Income Choices: 1. \$0 - \$46,060 2. \$46,061 - \$69,090 3. \$69,091 - \$92,120 4. \$92,121 or more	<u>4 people in household</u> Annual Income Choices: 1. \$0 – \$55,500 2. \$55,501 - \$83,250 3. \$83,251 - \$111,000 4. \$111,001 or more	<u>5 people in household</u> Annual Income Choices: 1. \$0 - \$64,940 2. \$64,941 - \$97,410 3. \$97,411 - \$129,880 4. \$129,881 or more												
<u>6 people in household</u> Annual Income Choices: 1. \$0 - \$74,380 2. \$74,381 - \$111,570 3. \$111,571 - \$148,760 4. \$148,761 or more	<u>7 people in household</u> Annual Income Choices: 1. \$0 - \$83,820 2. \$83,821 - \$125,730 3. \$125,731 - \$167,640 4. \$167,641 or more	<u>8 people in household</u> Annual Income Choices: 1. \$0 – \$93,260 2. \$93,261 - \$139,890 3. \$139,891 - \$186,520 4. \$186,521 or more	<u>9 people in household</u> Annual Income Choices: 1. \$0 - \$102,700 2. \$102,701 - \$154,050 3. \$154,051 - \$205,400 4. \$205,401 or more												
<u>10 people in household</u> Annual Income Choices: 1. \$0 - \$112,140 2. \$112,141 - \$168,210 3. \$168,211 - \$224,280 4. \$224,281 or more	<u>11 people in household</u> Annual Income Choices: 1. \$0 - \$121,580 2. \$121,581 - \$182,370 3. \$182,371 - \$243,160 4. \$243,161 or more	<u>12 people in household</u> Annual Income Choices: 1. \$0 – \$131,020 2. \$131,021 - \$196,530 3. \$196,531 - \$262,040 4. \$262,041 or more	<table><tr><th colspan="2">Parent Fee Levels</th></tr><tr><th>Income Level Choice Based on Number of People in Household</th><th>Parent Fees Not to Exceed</th></tr><tr><td>1 = 0-200%</td><td>\$40/month</td></tr><tr><td>2 = 201-300%</td><td>\$100/month</td></tr><tr><td>3 = 301-400%</td><td>\$200/month</td></tr><tr><td>4 = >400%</td><td>\$300/month</td></tr></table>	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 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

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:	<input type="checkbox"/> Pass <input type="checkbox"/> Fail
Right:	<input type="checkbox"/> Pass <input type="checkbox"/> Fail
Comments:	_____ _____ _____
Child missed screening due to:	
<input type="checkbox"/> Absence <input type="checkbox"/> Parent permission denied <input type="checkbox"/> Child non-cooperative <input type="checkbox"/> 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:	
<input type="checkbox"/> Absence	
<input type="checkbox"/> Parent permission denied	
<input type="checkbox"/> Child non-cooperative	
<input type="checkbox"/> Enrollment after screening	
Signature of Screener	_____
Date	_____

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

Complete and submit the electronic version of the form shown below at <https://laserfiche.alabama.gov/Forms/ADECE-IRF> 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 submitted within 24 hours of the incident. For extreme incidents, contact your Region Director immediately.

INFORMATION ABOUT ADULT PERSON INVOLVED IN THE INCIDENT			
Full Name:			
Classroom Name:			
<input type="checkbox"/> Program Employee Name: _____	<input type="checkbox"/> Partner Organization Employee Name: _____	<input type="checkbox"/> Visitor/Volunteer Name: _____	<input type="checkbox"/> Vendor Name: _____
INFORMATION ABOUT THE INCIDENT			
Date of Incident:	Time:	Parent Notified? <input type="checkbox"/> Yes <input type="checkbox"/> No Partner Notified? <input type="checkbox"/> Yes <input type="checkbox"/> No DHR Notified? <input type="checkbox"/> Yes <input type="checkbox"/> 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? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, attach separate sheet with names, addresses and phone numbers. Was there media coverage of the incident? <input type="checkbox"/> Yes <input type="checkbox"/> No 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? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Refused If yes, where was treatment provided? <input type="checkbox"/> On site <input type="checkbox"/> Urgent Care <input type="checkbox"/> Emergency Room <input type="checkbox"/> Other			
REPORTER INFORMATION			
Individual Submitting Report (print name):			
Signature:			
Date Report Submitted:			

Appendix F: ADECE Incident Report Form (Page 2 of 2)

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 the ADECE 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: _____ 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	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.)

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

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.*

Appendix P List Format

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

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 P Table Format

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- to 5-year-old children, and should not be made of easily breakable materials.	
BLOCKS	
1. Unit Blocks (Starter Set)	
2. Cardboard Bricks/Hollow Blocks	
3. Small Vehicles (Cars/Trucks)	
4. Multicultural People Figures	
5. Career People Figures	
6. Traffic Signs	
7. Animals Figures	
8. Street Rug	
9. Books Related to Area	
10. Writing Tools	
11. Two Shelves (Minimum)	
<i>*There should be enough blocks, space, and accessories for 3 or more children to build a large structure independently.</i>	
MATH	
1. Counting Bears/Animals	
2. Dominos	
3. Counting Games	
4. Magnet Numbers	
5. Number BINGO	
6. Tactile Number Templates	
7. Number Peg Puzzles	
8. Clock (for child play)	
9. Chain Links	
10. Timers	
11. Balance Scale	
12. Tape Measure	
13. Thermometers	
14. Yardstick/Rulers	
15. Measuring tools (cups/spoons, etc.)	
16. Pegs & Peg Boards	
17. Sorting Trays	
18. Nesting Cups	
19. Playing Cards	
20. 1-inch Wooden Cubes	
21. 1-inch Tiles	

22. Unifix or Snap cubes	
23. Pattern Blocks & Cards	
24. Attribute Blocks	
25. Lacing Shapes	
26. Stringing Shape Beads	
27. Tangrams & Puzzles	
28. Geoboards	
29. Puzzles with Geometric Shapes	
30. Magnetic Shapes	
31. Books related to area	
32. Writing Tools	
33. 1 Shelf (minimum)	
<i>*There should be 3 to 5 materials for counting, 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.</i>	
FINE MOTOR	
1. Gears	
2. Magna-Tiles	
3. Tweezer Activities	
4. Tinker Toys	
5. Connecting Tubes	
6. Interlocking Manipulatives	
7. Beads & Strings	
8. Lacing Cards	
9. Magnetic Blocks	
10. Links	
11. Puzzles (with many different subject & number pieces)	
12. Floor Puzzles	
13. Knob Less and Knobbed Puzzles	
14. Puzzle Rack	
15. Legos	
16. Bristle Blocks	
17. Building Logs	
18. Small Wood Tabletop Blocks	
19. Books related to area	
20. Writing Tools	
21. 1 Shelf (minimum)	
<i>*A minimum of 3-5 small building and art materials, manipulatives and puzzles should be included.</i>	

NATURE AND SCIENCE	
1. Collections of Natural Objects (rocks and minerals, leaves, seeds, acorns, pinecones, feathers, nuts, sticks, spices, etc.)	
2. Living Things (models of insects, models of animals, live plants aquarium (suggested), bug boxes, root view farm, living plants, etc.)	
3. Science Tools (thermometers, flashlights, prisms (plastic), unbreakable mirrors, binoculars, maps & globes, color paddles, various types of scales, measuring cups & spoons, linear measuring devices, stopwatch, hourglass, magnifiers, etc.)	
4. Games & Toys (books, realistic pictures appropriate for Pre-K), science matching cards/sequencing cards, games (realistic & fact based), realistic animals, realistic puzzles, etc.)	
5. Books related to area	
6. Writing Tools	
7. 1 Shelf (minimum	
<i>*At least 3-5 examples of collections for 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 & float materials, etc.) Some items may be teacher made, collected, or parent donated.</i>	
DRAMATIC PLAY	
A. Dramatic Play Furnishings	
1. Play Kitchen Set	
2. Table & Chairs	
3. Child-Size Sofa	
4. Rug (if carpet isn't available)	
5. Doll Furniture	
6. Dress-up Clothes Storage	
7. Mirror	
B. Dramatic Play Props	
8. Dolls (multi-cultural)	
9. Play food from different cultures	
10. Cash Register	
C. Home Props	
11. Dishes	
12. Pots & Pans	
13. Eating & Cooking Utensils	
14. Food Containers	
15. Plastic Food Sets	
16. Iron	
17. Broom	
18. Mop	
19. Empty Food Containers	
20. Small Appliances with Cords Removed	

21. Steering Wheel	
22. Place Mats	
23. Measuring Cups	
24. Measuring Spoons	
25. Graduated Size Mixing Bowls	
26. Reading Glasses	
27. Vacuum Cleaner	
28. Hair Dryer	
29. Curling Iron	
30. Magazines	
31. Telephones & Cell Phones	
32. Telephone Books	
D. Dress-Up Clothes	
33. Community Helper Costumes	
34. Cultural Costumes	
39. Toolbox	
40. Doctor's Kit	
41. Books Related to Area	
42. Writing Tools	
<i>*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 & 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.</i>	
LIBRARY	
1. Variety of Children's Books (rhyming, alliteration, predictable, information/factual, classics, award winners, nursery rhymes & poetry, fantasy, nature & science, race/culture, people, abilities, animals, variety of big books (minimum of 6), class/child made books, photo book of class trips or events)	
2. Child-Size Rocker, Sofa, Chair, Bean Bags	
3. Rug	
4. Alphabet	
5. Beginning Sounds & Rhyming Word Puzzles	
6. 3-D Letters	
7. Letter Templates	
8. Felt/Flannel Board	
9. Felt Story Pieces	
10. Puppets	
11. Stuffed Animals	
12. 1 Face-Out Shelf for Books	
13. 1 Additional Shelf (with baskets or bins) to organize books	
<i>* Some items may be teacher made, collected, or parent-donated.</i>	

WRITING	
A. Writing Materials	
1. Variety of Paper	
2. Clipboards	
3. Magna Doodle	
4. Journaling/Notebook Pads	
5. Writing Materials & Tools to be placed in all centers	
6. Dry Erase Boards	
B. Suggested Materials	
7. Catalogs	
8. Office Forms	
9. 'Junk' Mail	
10. Telephone & Telephone Message Pads	
11. Guest Check Books	
12. Receipt Books	
13. Order Forms	
14. Envelopes	
C. Writing Tools	
15. Pencils	
16. Pens	
17. Markers	
18. Crayons	
19. Chalk	
20. Erasers	
21. Pencil Sharpener	
22. Dry Erase Markers/Crayons	
23. Old Computer Keyboards	
24. Child's Name Cards	
25. Word/Picture Cards	
26. Letter Stencils	
D. Furniture	
27. Writing Center or Table/Chairs	
28. 1 Shelf for Materials (minimum)	
29. Books related to area	
30. Writing Tools	
<i>*Some items may be teacher made, collected, or parent-donated.</i>	

ART	
A. Drawing	
1. Crayons (fat & small)	
2. Markers	
3. Colored Pencils	
4. Sidewalk Chalk	
5. White & Colored Drawing Chalk	
B. Paints	
6. Variety of Paints (tempera, finger, watercolor, glitter)	
7. Dot Art Painters	
8. Paint Brushes	
9. Sponges	
10. Sponge Brushes	
11. Paint Cups	
12. Art Aprons	
13. Paper (variety of sizes, weight, texture, & colors)	
C. 3D	
14. Play Dough/Clay	
15. Clay Cutter & other Clay Equipment	
16. Styrofoam	
17. Cardboard Tubes/Boxes	
18. Bottles	
19. Craft Sticks	
20. Wood Pieces	
21. Collage Materials (sequins & spangles, paper shapes, yarn, string, ribbon, lace, felt, paper scraps, fabric scraps, wallpaper samples, wiggle eyes, chenille pipe cleaners, glitter, pom-poms, etc.)	
D. Tools	
22. Stencils	
23. Glue	
24. Scissors	
25. Hole Punchers	
26. Tape (masking, clear, & colored)	
27. Stapler & Staples	
28. Books related to area	
E. Furniture	
29. Table & Chairs	
30. Double Easel	
31. Drying Rack	
32. 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 & MOVEMENT	
A. Instruments	
1. CD Player/Listening Device	
2. Set of 10 Children's Musical Instruments (hand-made or purchased)	
3. Music CD's/Tapes/iPod/iPad/MP3	
4. Variety of Music Tapes/CD's for children (minimum of 10)	
5. Books related to area	
6. Writing Tools	
7. Dance Props (ribbons rings, scarves, streamers, etc.)	
8. Furniture - 1 shelf for storage (minimum)	
SAND & WATER TABLE/SENSORY	
1. Sand Table/Sand	
2. Water Table (or bins)	
TOOLS	
3. Buckets	
4. Measuring Cups	
5. Measuring Spoons	
6. Sponges	
7. Small Cars	
8. Trucks	
9. Boats	
10. Variety of Molds	
ACTIVITIES	
11. Sand & Soil	
12. Water Experiments	
13. Sink/Float	
14. Magnetic Testing	
15. Books Related to Area	
16. Writing Tools	
FURNITURE	
17. Shelf for Organization	
LISTENING CENTER	
1. CD Player or some other type of Listening Device	
2. CD Stories or Recorded Stories	
3. Storage for Listening Center	
TECHNOLOGY	
1. Minimum of 2 Tablet Type Devices (such as iPad - must be compatible with Teaching Strategies GOLD)	
2. Working internet connection to support technology	

REST TIME	
1. Cots (1 per child)	
2. Cot Sheets (1 per child)	
3. Cot Carrier	
GROSS MOTOR	
<i>*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 indoors and outdoors.</i>	
REQUIRED BOOKS	
1. ODL (GOLD - Objectives & Dimensions for Learning)	
2. DAP (Developmentally Appropriate Practice)	
3. DECE Classroom Guidelines (current year)	
4. ASELDs (Alabama Standards for Early Learning & Development)	
MISCELLANEOUS ITEMS	
1. Cubbies with Hooks (1 per child)	
2. Large Rug for Whole Group Area	
<i>*It is recommended that cubbies for storage of children's possessions be in the classroom to be convenient for supervision, each child should have a separate cubby with hook so that coats, etc. do not touch.</i>	
SAFETY EQUIPMENT	
1. Electrical Plug Outlets	
2. 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) *ITEMS SHOULD BE REPLACED/REPLENISHED THROUGHOUT THE YEAR. CHECK EXPIRATION DATES AT THE BEGINNING OF EACH SCHOOL YEAR	
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	
<p>*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.</p> <p>*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.</p>	

ADDITIONAL FUNDS THAT MAY BE PURCHASED IF ADDITIONAL FUNDS ARE AVAILABLE	
1. Additional Unit Blocks, Block Sets, Large Vehicles for Block Play	
2. Puppet Stage and Additional Puppets	
3. Magnetic Board and a Variety of Magnets	
4. Additional Manipulatives	
5. Additional Dramatic Play Dress-up Props	
6. Additional Art Materials	
7. Additional Paint & Play Dough/Clay Colors	
8. Child-size Sofa & Chair	
9. Playhouse, Farm Set, Garage Set; Play Mats such as Town/Farm	
10. Toolbox, Tools, Workbench, Safety Glasses	
11. Additional Dolls/Doll Accessories	

Appendix Q: Help Me Grow Universal Resource Form



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: <input type="checkbox"/> Between ____ & ____ <input type="checkbox"/> Anytime Best form of contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Text
	Please contact me in: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (including specific dialect): _____
	Child Name: _____ <input type="checkbox"/> Male <input type="checkbox"/> Female
	Date of Birth: _____ Premature? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, # of weeks early: _____
	Concerns/Reason for Referral: _____
	Existing services and/or other referrals in progress: _____
	<input type="checkbox"/> 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: Director Guidelines for Pre-Registration



First Class Pre-K Director's Guide for Pre-Registration and Classroom Data Management using **AlaCEED** (Alabama Childcare and Early Education Dashboard)

To establish login credentials for AlaCEED, directors and registrars must submit an ADECE Personnel Profile Form (PPF) available from Monitors or Region Directors.

All pre-registration and student data for the 2022-23 school year will be managed in AlaCEED. Until June 1, 2022 current year (2021-22) student data will be managed using ASAP.

If you need assistance with ASAP or AlaCEED, contact your Monitor, your Region Director or

Sherri Herring (sherri.herring@ece.alabama.gov)

Margaret Trammell (margaret.trammell@ece.alabama.gov), or

Marcia Burke (marcia.burke@ece.alabama.gov)





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

PRE-REGISTRATION TIMELINE



Advertising and Pre-Registration

- January 15 until random selection drawing
- Recruitment flyers posted in community
- Parents/Guardians provide proof of residence and date of birth and pre-register children in AlaCEED
- Directors can view and monitor pre-registrations in AlaCEED



Random Selection Drawing

- March 1 - 31
- Each program chooses a date and holds a public random selection drawing



Random Selection Drawing Results Marked

- April 1 - 15
- Directors mark each pre-registered child's status in AlaCEED as **Pending** (selected in drawing for an available position) or **Waitlisted** (not selected in drawing for an available position)



Parent/Guardian Notification

- April 16 - 18
- The ADECE sends emails notifying families of Pending or Waitlisted status
- Pending status families asked to accept or decline



Enrollment Completion and Class Creation

- April 19
- Directors change status of children marked as Pending in AlaCEED to Enrolled status (if position is accepted) or Dropped status (if position is declined) based on parent/guardian responses
- Directors assign students with Enrolled status to specific classes in AlaCEED



Director Pre-Registration Responsibility Breakdown

<p>Step 1</p>	<ul style="list-style-type: none"> Director oversees community-wide recruitment and advertising of First Class Pre-K Pre-Registration (see English advertising flyer on p. 12 and Spanish version on p. 13) Director views pre-registrations in AlaCEED 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 AlaCEED of any student not meeting requirements to Dropped and does not include the student in the random selection drawing to be held in March
<p>Step 2</p>	<ul style="list-style-type: none"> Director holds random selection drawing according to First Class Pre-K Guidelines between March 1st and 31st (specific date to be determined and advertised by individual programs)
<p>Step 3</p>	<ul style="list-style-type: none"> Director marks drawing results in AlaCEED between April 1st and 15th <ul style="list-style-type: none"> Student selected for available position = mark as Pending Student selected for position on waitlist = mark as Waitlisted with the number indicating the order in which the student was drawn Emails to pending and waitlist students go out from AlaCEED between April 16-18
<p>Step 4</p>	<ul style="list-style-type: none"> Director marks parent responses in AlaCEED for all students with Pending status beginning April 19th as parent responses are received <ul style="list-style-type: none"> Parent accepted available position = mark student as Enrolled Parent declined available position = mark student as Dropped Director contacts parents from whom an accept/decline response has not been received to determine what the student's status should be and marks it in AlaCEED accordingly
<p>Step 5</p>	<ul style="list-style-type: none"> Director makes class assignments in AlaCEED beginning April 19th as parent responses are received <ul style="list-style-type: none"> All students marked as Enrolled must be assigned to a specific class in AlaCEED by August 1



Director Pre-Registration Responsibility Breakdown

1. **ADVERTISE - January 15 until Random Drawing Held in March:** Programs place recruitment notices around the community using the advertising flyer provided by the ADECE. They also provide access to the ADECE-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 AlaCEED platform and complete the electronic pre-registration form (using the ADECE-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 AlaCEED 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' AlaCEED Guide* to print out a list of all students 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 students 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 waitlist 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 cap at 18, the drawing should cease at this point and the 1 or 2 multiple birth siblings should be added to the classroom roster to reach full classroom enrollment. FCPK programs are expected to have full enrollment of 18 students within 2 weeks of school start date.

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.



(continued)

4. **MARK RESULTS OF RANDOM SELECTION DRAWING - April 1 - 15:** When a parent/guardian pre-pre-registers a student, the student's status in AlaCEED is "pre-registered" 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 AlaCEED and change each student's status on their pre-registration list from "pre-registered" to either "Pending" (meaning the student's name was selected in the random drawing for a seat in the program) or "Waitlisted" (meaning the student'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' AlaCEED Guide* provided by the ADECE gives detailed instructions for completing this process.

5. **PARENT/GUARDIAN NOTIFICATION - April 16 - 18:** The Alabama Department of **Early Childhood Education office** will send emails 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 AlaCEED within this window, parents will not receive these email notifications and the program will be responsible for notifying parents of each student's status as a result of the random selection drawing.

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

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



First Class Pre-K Alabama's Voluntary Pre-K Program PRE-REGISTRATION

- First Class Pre-K programs are accepting online pre-registration applications for the 2022-2023 school year beginning January 15th. (If you need assistance with accessing the online application, contact a local First Class Pre-K school/program.)
- Pre-registration is open to all children four years of age on 9/1/22* who are residents of Alabama. (Children who are eligible to attend kindergarten are not eligible for pre-k.)
- Registrants must provide a copy of the child's birth certificate. (It may be uploaded into the online pre-registration site or submitted directly to the local First Class Pre-K school/program.)
- Registrants must provide proof of residence – either a current utility bill or copy of a lease or mortgage. (It may be uploaded into the online pre-registration site or submitted directly to the local First Class Pre-K school/program.)
- Public school system pre-k programs may have zoning requirements that determine eligibility for attending a program at a particular school. (Contact the school for attendance zone information.)
- There is no registration fee for First Class Pre-K programs.
- Upon enrollment, a child's immunization record must be provided to the school or program.
- No child will be denied participation on basis of income, sex, race, color, national origin, or disability.

Pre-Registration Dates: January 15 – March _____

Pre-Registration Application: To pre-register, go online to
<https://prek.alaceed.alabama.gov>.

Acceptance into a First Class Pre-K program is strictly through a random selection drawing. Parent/Guardian does not have to be present at drawing. Email notices of acceptance status will be sent in mid-April.

Random Selection Drawing Details

Date: _____

Time: _____

Location: _____

*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.



Pre-K de Primera Clase: Programa de Pre-K Voluntario de Alabama Pre-Inscripción

- Estamos aceptando solicitudes de pre-inscripción en línea para el año escolar 2022-2023 (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 9/1/2022* y que sean residentes del estado de Alabama.
- Los registrantes 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 registrantes 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 pre-inscripción: 15 de enero – _____ de marzo

Pre-inscripción aplicación: Vaya en línea a

<https://prek.alaceed.alabama.gov>.

La aceptación es estrictamente a través de sorteo al azar que se llevará. El padre / tutor no tiene que estar presente en el sorteo. Las notificaciones serán enviadas no más tarde del 16 de abril.

Detalles de dibujo al azar

Fecha: _____

Hora: _____

Sitio: _____

* 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.



ALABAMA DEPARTMENT OF
Early Childhood
Education

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 the amount of typing 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 already complete online applications for these programs.



ALABAMA DEPARTMENT OF
Early Childhood
Education

How families apply to First Class Pre-K:

Using a tablet, desktop computer, or smartphone, a parent may access the platform by typing in this address in the search bar:

prek.alaceed.alabama.gov

This is the landing page.

Welcome to Alabama First Class Pre-K Online Pre-Registration

Alabama's nationally recognized First Class Pre-K programs are now accepting pre-registration applications for the 2022-2023 school year. To participate, each child must provide a birth certificate documenting that he/she is 4 years old (and not yet 5) on or before September 1, 2022 and must also be an Alabama resident (documented with proof of residence such as a current utility bill or copy of a lease or mortgage) throughout enrollment.

The online pre-registration form must be completed in its entirety. It is especially important that names and addresses entered into the form are spelled correctly and capitalized where needed. This information will go into our official database exactly as it is entered.

Submitting this form places your child in the Alabama First Class Pre-K random selection process. If your child's name is drawn for a space in a program you have selected, you will be notified in mid-April. Children who are not selected will be placed on a waiting list for any future available spaces.

This online pre-registration process requires that each family enter a valid email address to establish an account. If your family has more than one child eligible for Pre-K, only one family account is needed. Families may pre-register children for multiple program locations.

Note that public school programs may restrict eligibility by school zones. Proof of residence (current utility bill or copy of lease or mortgage) is required and may be uploaded to your pre-registration account or submitted in person directly to each program for which you pre-register. Additionally, some programs may charge tuition or fees based on the size of your household and income using Department of Health and Human Services guidelines.

Please create only one account. Duplicate accounts will be deleted and may result in delayed pre-registration.

Search for sites

Pre-Register

To search for nearby First Class Pre-K sites, click Search for Sites or, to begin the pre-registration application, click Pre-Register.

Search for sites

Pre-Register

When searching, enter a zip code or an address with city and state in this box.

A map view will show sites near the address entered and the distance from the address.

Discover First Class Pre-K sites near you
Enter your zip code or complete street address including your city and state.

Search by address

Submit

When sites are displayed, clicking on the heart ♥ to favorite one or more sites requires creation of an account, then multiple sites may be selected and saved, and will appear in the application. More information about the site can be viewed by clicking View more information.

your application. However, you do not have to make a selection on this page. You can choose to do that in the application.

Pre-Register

YMCA Huntsville Childhood Education Center

2000-A Vernon Ave SW, Huntsville, 35805, 0.8 miles away

View more information

Sonnie Hereford Elementary School

2755 Wilson Dr NW, Huntsville, 35816, 1.3 miles away

View more information

A parent creates an account by entering a first and last name, an email address, and creating a password. After clicking on Pre-Register, the parent enters family and child information as requested.

Create an account:

Create an account to pre-register and select First Class Pre-K site(s) where you are interested in having your child(ren) attend. Note: It is very important that names are spelled correctly and capitalized properly because information goes into the registration database exactly as entered. Log in if you already have an account.

First name

Last name

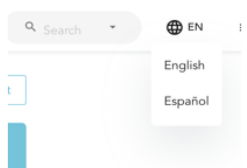
Email

Password



(continued)

By clicking the globe with EN in the upper right corner of the screen, then selecting Español, the application may be viewed in Spanish.



¡Bienvenido! Nos encargaremos de que el registro sea rápido y fácil.

Por favor, ingrese la dirección principal de su familia. Esta debe ser una dirección física, no un apartado de correos.

Dirección

123 4th St

Ciudad

Anywhere

Estado

Alabama

Código postal

35404

Sites may be selected or added to favorites before completing and submitting the application.

Select the site(s) you are interested in having this child attend.

Selecting a site indicates you wish to be included in the random selection at that site for available positions in First Class Pre-K classrooms there. The random selection will take place between March 1-31. Directions: (1) Search for First Class Pre-K sites near you. (2) In the list of search results, note the type of program and street address of each site listed. Be sure you live close enough to the location of the program before you choose to register for it. Also note that public school programs may have zoning requirements that determine whether or not you are eligible to attend a pre-k at a particular school. You will have the opportunity, prior to submitting this pre-registration form, to provide proof of residence by uploading it. If you choose not to use the upload feature, you must submit proof of residence directly to the school/program. (3) Check the box beside the name of each site you are interested in having your child attend. (4) When you are finished selecting sites, proceed with the application.



Chatom Elementary School

592 Ray Coaker Highway, Chatom, 36518



Spot for Tots Daycare and Learning Center

92 Jefferson Ave., Chatom, 36518

The parent may upload a copy of the child's birth certificate and proof of residence as parts of the application, or they may present these at the site at a later date.

Child - Tommy

Upload child's birth certificate:

If you do not provide this information now, you will be required to provide it to the program once accepted. After adding a file, click the green upload button before clicking Next.

Drop files here or [browse files](#)

Upload proof of residence:

This can include a lease, property deed, phone bill, or utility bill. If you do not provide this information now, you will be required to provide it to the program once accepted. After adding a file, click the green upload button before clicking Next.

Drop files here or [browse files](#)

Information must be reviewed and confirmed. Then the pre-registration form may be submitted.

Confirm your pre-registration information.

By submitting this application, you attest that the information in this application is correct to the best of your knowledge.

☒ I agree

[Back](#)

[Confirm and submit](#)

Parents will receive a confirmation email after submitting the pre-registration application. After the random selection drawing, emailed notifications for pending and waitlisted students will be sent April 16-18.



AlaCEED Student Status Label Key and Pre-Registration Confirmation Email Template

STUDENT STATUS LABELS AND MEANINGS IN AlaCEED

Pre-registered = 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 in the order that his/her name was drawn

Enrolled = student accepted an available position in a First Class Pre-K classroom; the director will assign the student to a classroom

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

Automatic Confirmation Email Received after Submitting Pre-Registration



Thank you for your pre-registration!

Please carefully read the following important information.

For each of the sites 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 has been 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 site 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 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 site if a position in a class becomes available for your child.

[View your pre-registration](#)





First Class Pre-K Directors' Pre-Registration and AlaCEED Guide

How to login and reset password for Directors:

1) Go to prekprogram.alaceed.alabama.gov. (Do not type "www." before the address.)

A screenshot of the login page for the Alabama Department of Early Childhood Education. The page has a dark blue header with the department's logo. Below the header, there is a large blue square on the left containing a white silhouette of a house with a heart on its roof and a swing set. To the right of this square is a white login form. The form includes the text "First time logging in or forgot your password?" and a link "Request one-time login code link". Below this are two input fields labeled "Email address" and "Password", followed by a "Submit" button.

2) The first time you log in, click "Request one-time login code link."

A screenshot of the login page, identical to the one above. A red arrow points from the text in the previous block to the link "Request one-time login code link" in the form.

3) Enter the email address that is registered with your pre-k classroom and click Submit. If you don't know your email address, please contact supportalaceed@ece.alabama.gov.

A screenshot of the login page, identical to the ones above. A red arrow points from the text in the previous block to the "Email address" input field in the form.

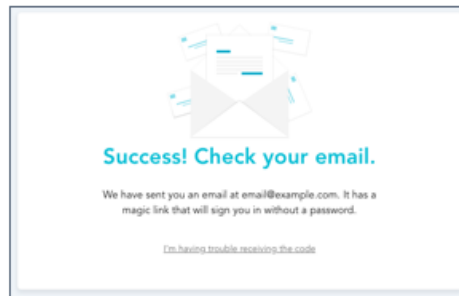


(continued)

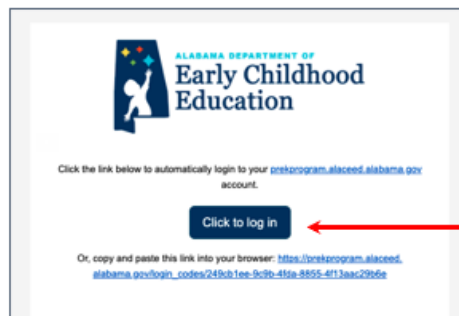
How to log in and reset password:

4) You will see a success message once an email has been sent to your email. Confirm the email you entered is correct.

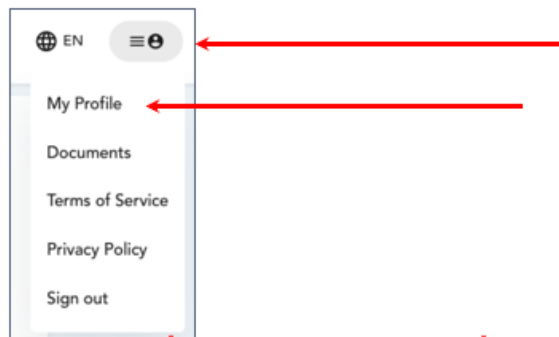
If it's not, click back and re-enter your email.



5) You will receive a one-time login link in your email. When you click on the link, it will automatically log you in. If you don't get the login link within 5 minutes, check your spam folder.



6) Once you've logged in, go to My Profile from the account menu.



7) Set your password so you can use a password next time you log in. Save this password.

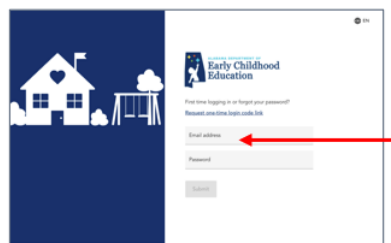


ALABAMA DEPARTMENT OF
Early Childhood
Education

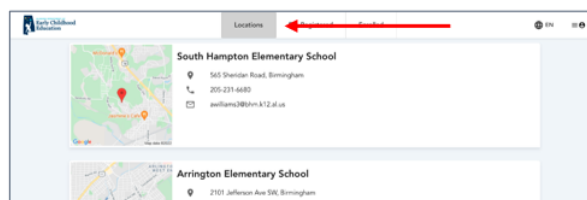
(continued)

How to view Pre-Registrations:

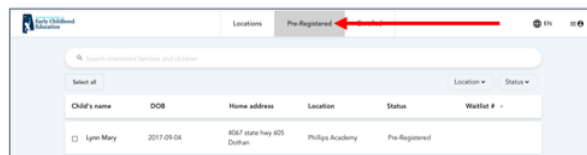
1) Go to prekprogram.alaceed.alabama.gov. Directors will have access to their pre-registrant information at all times by logging in to the AlaCEED site.



2) Confirm that all the locations you manage appear on the locations page. If anything is incorrect, please contact supportalaceed@ece.alabama.gov.



3) Click on the "Pre-Registered" tab. This is where all children who are pre-registered, pending, waitlisted, or dropped appear.



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



(continued)

4) To limit results, you can filter by location (if applicable).

Search by name or address

Address	Location	Status
35633	RSA OSR Head Start - 300 Monroe Street	
St Millbrook	RSA OSR Head Start	Waitlisted
35640	RSA OSR Head Start	Registered
3201	RSA OSR Head Start	Registered

5) To limit results, you can also filter by status.

Location ▼ Status ▼

- ☒ Pre-Registered
- ☐ Pending
- ☐ Waitlisted
- ☐ Dropped

6) You can also sort by name, DOB, location, or status by clicking on any of the headers in the table.

Child's name	DOB	Home address	Location	Status	Waitlist #
Glenn Johnson	2018-06-02	678 Cat Street Birmingham	Arrington Elementary School	Pre-Registered	

7) Clicking on a student's name will allow you to see all information submitted as part of the application. Click "View application."

Glenn Johnson
June 2, 2018
Arrington Elementary School
December 31, 2021
View application

Pre-Registered

Family
Debbie Reynolds
us@ber.com

Notes

Done



(continued)

How to change a student's status:

1) To limit the number of students visible at one time, filter by location (if applicable) or status.

Address	Location	Status	Count
35633	RSA OSR Head Start - 300 Monroe Street	Waitlisted	1
St Millbrook	RSA OSR Head Start	Registered	
Male Dr SW 35640	RSA OSR Head Start	Registered	
Edge Ave 3701	RSA OSR Head Start	Registered	

2) To drop a student, click on the name. Select the button that is displaying the current status with the down arrow.

Set the status to Dropped. You will be asked, "Are you sure you want to drop this child?" Add any notes about why you are dropping the child, then select "Yes, drop child."

Glenn Johnson
June 2, 2018
Arrington Elementary School
December 31, 2021
View application

Pre-Registered

Status

- Pre-Registered ✓
- Pending
- Waitlisted
- Enrolled
- Dropped**

3) Once the random drawing has taken place, you can move students to Pending status by selecting a single student, multiple children, or clicking "Select all" to select all students that are currently being displayed. Click "Edit" then "Set as Pending."

These students will have Pending status which means they have a spot, and you are waiting for confirmation from the family to enroll them.

Search interested families and children

Select all Edit

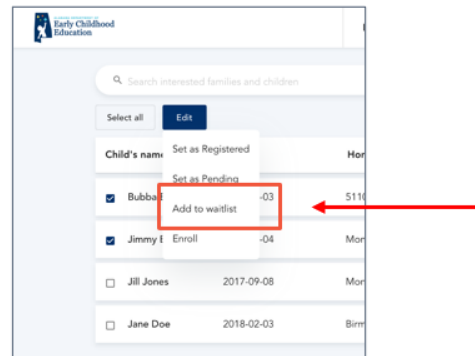
Child's name	Status	Age	Gender
Bubba	Set as Pending	03	511
Jimmy I	Add to waitlist	04	Mor
Jill Jones	Enroll	2017-09-08	Mor
Jane Doe		2018-02-03	Bir



(continued)

4) Once the random drawing has taken place, you can move student to the waitlist by selecting a single child, multiple children, or clicking “Select all” to select all students who are currently being displayed. Click “Edit” then “Add to waitlist.”

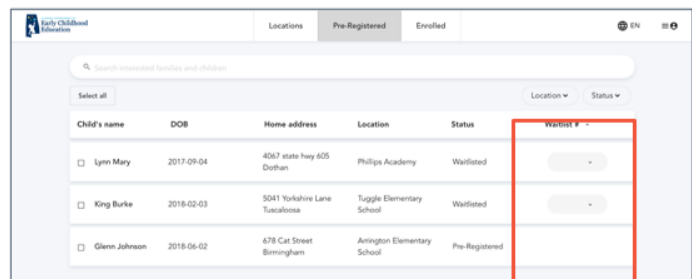
These students will have Waitlisted status which means they did not receive a spot in the random selection drawing.



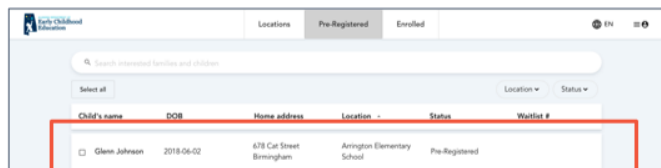
5) Once you add a students to the waitlist, an option will appear to assign a waitlist number.

You can set a student’s placement on the waitlist by changing the dropdown number.

If you change a student’s status and remove them from the waitlist, the placement will disappear. The remaining students will not be re-ordered. Proceed using the lowest numbered student on the waitlist.



6) If you need to find a child, search their first or last name in the search bar at the top of the Pre-Registered page.





(continued)

Marking students as Enrolled in a classroom:

1) Once the student has accepted an available position in a First Class Pre-K Classroom, you will move them to Enrolled status.

You can change students to Enrolled status by selecting a single student, multiple students, or clicking “Select all” to select all students that are currently being displayed. Click “Edit” then “Enroll.”

Child's name	DOB	Home address	Location	Classroom
<input checked="" type="checkbox"/> Bubba I	-03	5116		
<input checked="" type="checkbox"/> Jimmy L. Enroll	-04	Mor		
<input type="checkbox"/> Jill Jones	2017-09-08	Mor		
<input type="checkbox"/> Jane Doe	2018-02-03	Birr		

2) When you click Enroll, you will be able to set the location (if you manage multiple locations), and also the classroom. It is not mandatory to select the classroom at the same time you are setting Enrolled status.

Enroll all selected

Location

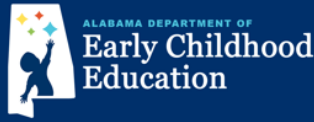
South Hampton Elementary School

What program or class will they enroll in?

Yes, enroll these students

3) When the student is enrolled, they will appear in the Enrolled tab. From the Enrolled list, the student may be assigned to a classroom.

Child's name	DOB	Home address	Location	Classroom
<input type="checkbox"/> King Burke	2018-02-03	5041 Yorkshire Lane Tuscaloosa	Arington Elementary School	
<input type="checkbox"/> Glenn Johnson	2018-06-02	678 Cat Street Birmingham	Arington Elementary School	
<input type="checkbox"/> Lynn Mary	2017-09-04	4067 state hwy 605 Dothan	Arington Elementary School	Arington Elementary Pre-K 1



AlaCEED Student Status Notes

By April 15th:

Directors should have changed the status in AlaCEED of all pre-registered students with Pre-Registered status to PENDING (if selected in the drawing), WAITLISTED (drawn after the predetermined number of seats — 18) or DROPPED (if the student did not meet program requirements or is a duplicate entry).

Between April 16th and 18th:

Only students who have a status of PENDING or WAITLISTED in AlaCEED 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 AlaCEED as pre-registered.
- If a program has space for the newly pre-registered student, the status should be changed from pre-registered 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.
- 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 AlaCEED with pre-registered status. ALL students should have one of the following status indicators as appropriate:

1. PENDING—selected in the 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 residency requirements, or student entry was a duplicate
4. ENROLLED — student accepted a position and has been assigned to a classroom



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 AlaCEED whether the seat is being accepted or declined. At this point, the director will follow directions in the AlaCEED Guide for marking children as ENROLLED 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 ENROLLED 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 ENROLLED in a program and assigned to a class will be dropped from all 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.

Email Notification of Student Selection

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 of Waitlisted Student

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



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 S: 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. Behavior Support Request

- Description: Submit information about a child in First Class Pre-K with challenging behaviors to request help from the CONNECT team.
- Link: <https://laserfiche.alabama.gov/Forms/ADECE-BSR>

3. 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>

4. 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>

5. First Class Pre-K Site Details

- Description: Program Director submits beginning of school year information related to program schedule, curriculum, and accreditation.
- Link: <https://laserfiche.alabama.gov/Forms/ADECE-FCPKSD>

6. 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>

7. 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>

8. First 5 Consultation Project Request for IECMHC Services

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

9. Grantee Change Notification

- Description: RD or DECE Administrator reports changes to existing First Class Pre-K classrooms/programs other than personnel or new classrooms. (i.e. defunding, relocation, name change, funding change, delivery type change)

Link: <https://laserfiche.alabama.gov/Forms/ADECE-GCN>

10. Incident Report Form

- Description: This form is used 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. For extreme incidents, send form and contact your Region Director immediately.
- Link: <https://laserfiche.alabama.gov/Forms/ADECE-IRF>

11. 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>

12. Lead Teacher Waiver Request

- Description: Application for credential requirements for a Lead Teacher to be temporarily waived to allow time for the teacher to acquire the required credentials/certifications.
- Link: <https://laserfiche.alabama.gov/Forms/ADECE-LTWR>
-

13. New Pre-K Classroom Notification

- Description: Official notification for First Class Pre-K newly awarded grants and/or new classrooms to be added to department databases and digital programs.
- Link: <https://laserfiche.alabama.gov/Forms/ADECE-NPKCN>

14. Non-Staff Receipt of Property

- Description: Completed when a non-staff person receives ADECE material.
- <https://laserfiche.alabama.gov/Forms/ADECE-NSROP>

15. Parent Survey for Student Withdrawal

- Description: Parent of student withdrawn from a First Class Pre-K classroom completes survey to provide feedback.
- Link: <https://laserfiche.alabama.gov/Forms-ADECE-PSSW>

16. 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>

17. Personnel Change Notification for FCPK DECE Staff

- Description: Used to ensure that the correct Region Director, Monitor, and/or Coach are connected to the appropriate classroom(s). Completed by the Region Director or DECE Administrator and *only* used for Region Director, Monitor, and Coach classroom assignments.
- Link: <https://laserfiche.alabama.gov/Forms/ADECE-PCNFDS>

18. 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>

19. Reduction in Enrollment Waiver Application

- Description: Region Director submits a recommendation to OSR Director regarding a program's request for a Reduction in Enrollment Waiver, and OSR Director provides ruling on request to RD to be communicated to program director.
- Link: <https://laserfiche.alabama.gov/Forms/ADECE-REWA>

20. Second Semester Registration

- Description: Parents complete application for child who is not currently enrolled in a First Class Pre-K program to participate during the second semester of the current school year.
- Link: <https://laserfiche.alabama.gov/Forms/ADECE-SSR>

21. 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>

22. 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>

23. 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>

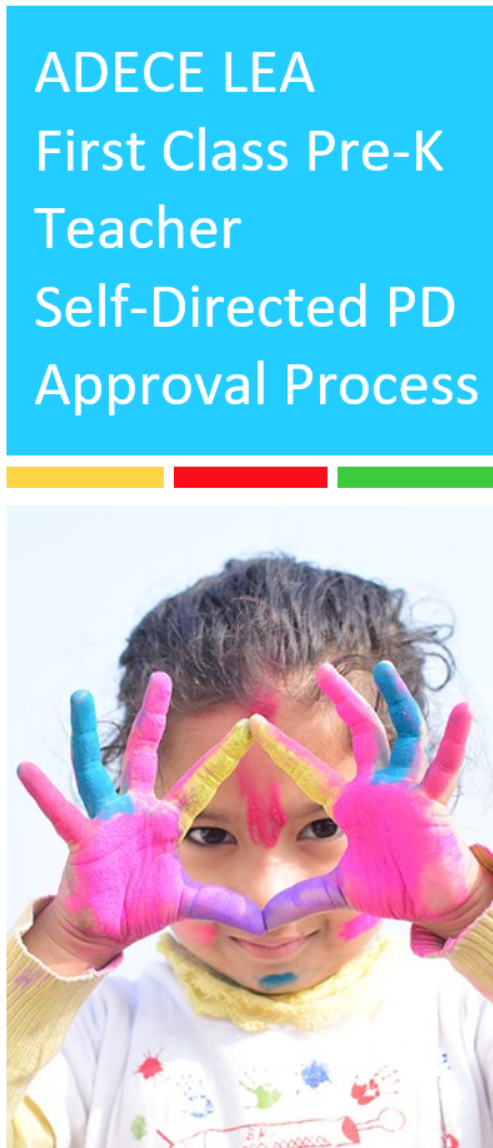
24. Supply and Materials Redistribution

- Description: Submitter provides a list detailing all supplies, materials, and/or furniture collected from a classroom or site no longer funded as well as the new location to which each item is being taken.
- Link: <https://laserfiche.alabama.gov/Forms/ADECE-SMR>

25. 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 T: ADECE Teacher Self-Directed Professional Development 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.

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>

Conscious Discipline * Premium access is required for the programs below and may be purchased through Conscious Discipline

- 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 - <https://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://consciousdiscipline.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>

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>

Devereux-Center for Resilient Children

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

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, Turn, & Hop Into Teaching ECE Math and Language Arts through Movement, presented by Connie Bergstein Dow, MFA - <https://register.gotowebinar.com/register/7182232449296538627>

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/>



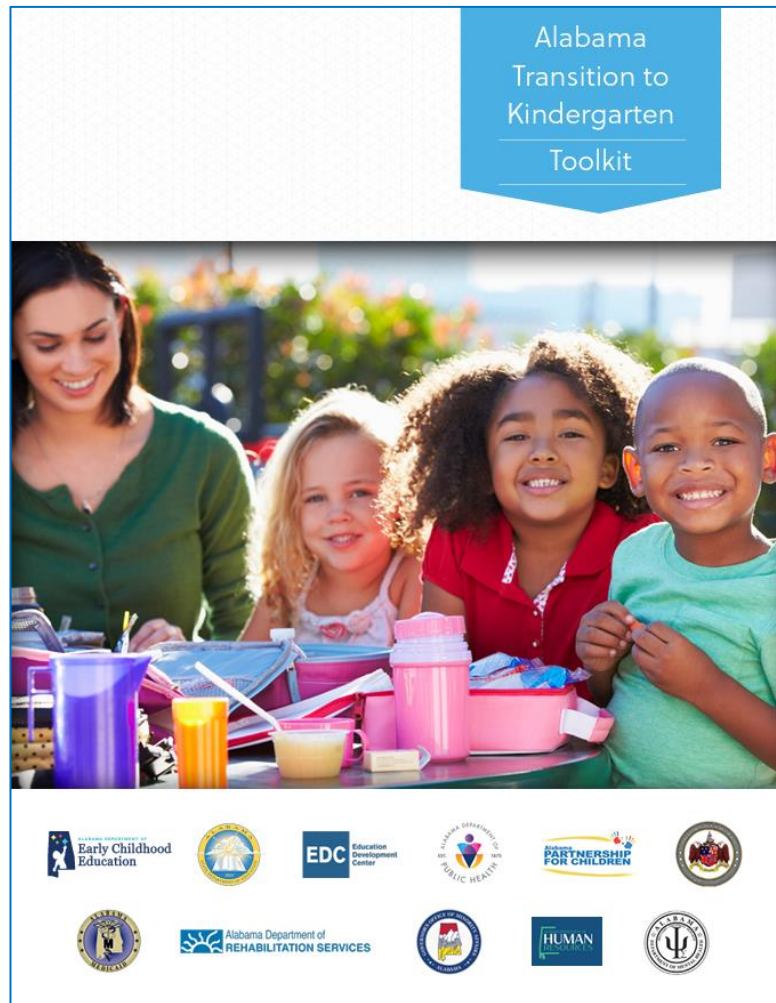
- Move Beyond the Storybook: Make Informational and Nonfiction Texts Meaningful for Young Children - <https://teachingstrategies.com/blog/webinar/move-beyond-the-storybook/>
- Invisible Assessment: Capturing the Moments that Matter without Disrupting Learning - <https://teachingstrategies.com/blog/webinar/invisible-assessment-capturing-the-moments-that-matter-without-disrupting-learning/>
- Fidelity in the Preschool Classroom: Best Practices in Action - <https://go.teachingstrategies.com/Positive-Relationships-Webinar-Registration-Page.html>

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=NQUWPpg8BRs>
- Playful Math-how to Teach Essential Concepts with Fun Mathematical Games - <https://www.youtube.com/watch?v=mCD8lOt9ln8>

Appendix U: Alabama Transition to Kindergarten Toolkit

The toolkit is located at <https://children.alabama.gov/for-educators/school-readiness/> and includes:



INTRODUCING ALABAMA'S TRANSITION TO KINDERGARTEN TOOLKIT

SECTION 1 - Introductory Letter from Alabama State Agency Leaders

SECTION 2 – Enhancing School Readiness and the Transition to Kindergarten in Alabama

DEVELOPING A TRANSITION TO KINDERGARTEN PLAN

SECTION 3 – Transition to Kindergarten: Collaboration, Connections, and Six Steps to Success

SECTION 4 – Transition Activity Ideas by Connection

SECTION 5 – Transition to Kindergarten Planning Template

COMMUNITY COLLABORATION AROUND THE TRANSITION TO KINDERGARTEN

SECTION 6 – Four Strategies for Getting the First 10 Years of a Child's Life Right (Education Week)

SECTION 7 – Transition to Kindergarten: Why it Matters and How to Promote Success

SECTION 8 – Family Engagement in the Transition to Kindergarten

SECTION 9 – Integrating Attendance Into the Transition to Kindergarten

ESSENTIAL ALABAMA TRANSITION TO KINDERGARTEN RESOURCES

SECTION 10 – Combining Funds to Support Prekindergarten Programs

SECTION 11 – Transition to Kindergarten for Students with Disabilities

SECTION 12 – Social-Emotional Learning, Mental Health, and the Transition to Kindergarten

SECTION 13 – Strategies to Serve All Children

SECTION 14 – A Family Child Care Resources

SECTION 15 – Sample Transition to Kindergarten Child Information Form