

# APPENDIX

## FIRST CLASS PRE-K GUIDELINES



# APPENDIX

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# PROGRAM DIRECTOR

# CHECKLIST

TASK TO BE COMPLETED BY THE FIRST CLASS PRE-K PROGRAM DIRECTOR

|    |   |                                       |
|----|---|---------------------------------------|
| 01 | Meet with Region Director and region team   | COMPLETED<br><input type="checkbox"/> |
| 02 | Consult with Region Director concerning the process of OSR credential approval prior to hiring teachers   | COMPLETED<br><input type="checkbox"/> |
| 03 | Ensure teachers, directors, registrars, CSFOs (and any others needing accounts in ECEData, GOLD, PowerSchool) complete the Personnel Profile Form | COMPLETED<br><input type="checkbox"/> |
| 04 | Review First Class Pre-K Program and Classroom Guidelines and Appendices  | COMPLETED<br><input type="checkbox"/> |
| 05 | Attend new grantee guidelines training  | COMPLETED<br><input type="checkbox"/> |
| 06 | Set up AlaCEED account  | COMPLETED<br><input type="checkbox"/> |
| 07 | Order required furniture and materials  | COMPLETED<br><input type="checkbox"/> |
| 08 | Contact Region Director when time and date is set to schedule room setup assistance   | COMPLETED<br><input type="checkbox"/> |
| 09 | Ensure readiness of classroom/ cleaning and maintenance   | COMPLETED<br><input type="checkbox"/> |
| 10 | Schedule required trainings for Lead and Auxiliary Teachers   | COMPLETED<br><input type="checkbox"/> |

|           |   |                                       |
|-----------|---|---------------------------------------|
| <b>11</b> | Consult with Region Director concerning the process of OSR credential approval prior to hiring teachers | COMPLETED<br><input type="checkbox"/> |
| <b>12</b> | Consult with Monitor/Region Director to assist with budget  | COMPLETED<br><input type="checkbox"/> |
| <b>13</b> | Technology Requirements: minimum of two tablet type devices   | COMPLETED<br><input type="checkbox"/> |
| <b>14</b> | Curriculum  | COMPLETED<br><input type="checkbox"/> |
| <b>15</b> | Complete conversion application for 2023-2024 funding   | COMPLETED<br><input type="checkbox"/> |
| <b>16</b> | Schedule parent orientation date and time   | COMPLETED<br><input type="checkbox"/> |
| <b>17</b> | ·Make copies of required FCPK documents for parent orientation packages                                 | COMPLETED<br><input type="checkbox"/> |

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

*Lead Teacher Base Salary*                    **\$44,226**

*Auxiliary Teacher Base Salary*           **\$22,440**

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: 2023-2024 Sliding Fee Scale for the First Class Pre-K Program

Based on the Annual 2023 Health & Human Services Poverty Guidelines and Federal Poverty Levels for the 48 Contiguous States and D.C.

### Family Income and Poverty Levels 2023-2024

#### 2 people in household

Annual Income Choices:

1. \$0 - \$39,440
2. \$39,441 - \$59,160
3. \$59,161 - \$78,880
4. \$78,881 or more

#### 3 people in household

Annual Income Choices:

1. \$0 - \$49,720
2. \$49,721 - \$74,580
3. \$74,581 - \$99,440
4. \$99,441 or more

#### 4 people in household

Annual Income Choices:

1. \$0 - \$60,000
2. \$60,001 - \$90,000
3. \$90,001 - \$120,000
4. \$120,001 or more

#### 5 people in household

Annual Income Choices:

1. \$0 - \$70,280
2. \$70,281 - \$105,420
3. \$105,421 - \$140,560
4. \$140,561 or more

#### 6 people in household

Annual Income Choices:

1. \$0 - \$80,560
2. \$80,561 - \$120,840
3. \$120,841 - \$161,120
4. \$161,121 or more

#### 7 people in household

Annual Income Choices:

1. \$0 - \$90,840
2. \$90,841 - \$136,260
3. \$136,261 - \$181,680
4. \$181,681 or more

#### 8 people in household

Annual Income Choices:

1. \$0 - \$101,120
2. \$101,121 - \$151,680
3. \$151,681 - \$202,240
4. \$202,241 or more

#### 9 people in household

Annual Income Choices:

1. \$0 - \$111,400
2. \$111,401 - \$167,100
3. \$167,101 - \$222,800
4. \$222,801 or more

#### 10 people in household

Annual Income Choices:

1. \$0 - \$121,680
2. \$121,681 - \$182,520
3. \$182,521 - \$243,360
4. \$243,361 or more

#### 11 people in household

Annual Income Choices:

1. \$0 - \$131,960
2. \$131,961 - \$197,940
3. \$197,941 - \$263,920
4. \$263,921 or more

#### 12 people in household

Annual Income Choices:

1. \$0 - \$142,240
2. \$142,241 - \$213,360
3. \$213,361 - \$284,480
4. \$284,481 or more

#### Parent Fee Levels

| Income Level<br>Choice Based on<br>Number of People<br>in Household | Parent Fees Not<br>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. However, programs may choose to request parent fees (tuition) based on the above guidelines. If a program charges fees, it 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. See the 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: \_\_\_\_\_

ADECE 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 the ADECE.

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

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

\_\_\_\_\_  
Program Director's Signature

\_\_\_\_\_  
Date

State of Alabama County of \_\_\_\_\_

The foregoing instrument was acknowledged before me this \_\_\_\_\_ day of \_\_\_\_\_,  
20\_\_\_\_\_

Notary's Official Signature (Seal)

\_\_\_\_\_  
Commission Expiration Date

## Appendix D: Health Screenings Permission and Review Form

The Alabama First Class Pre-K program is committed to making sure that pre-k children are healthy. To do this, our classrooms offer onsite health screenings at no cost. Please check the screenings you agree to allow medical personnel (such as nurses) and/or trained professionals to administer to your child. You may also choose to opt out of some or all of the screenings if you do not wish for your child to participate.

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

- \_\_\_\_\_ Vision
- \_\_\_\_\_ Dental
- \_\_\_\_\_ Hearing
- \_\_\_\_\_ Physical
- \_\_\_\_\_ All of the above

\*\*\*\*\*

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

\*\*\*\*\*

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

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**TO BE COMPLETED AFTER PARENT/GUARDIAN HAS REVIEWED SCREENING RESULTS**

**I have been given the opportunity to review the results of the health screenings my child received. PARENT/GUARDIAN SHOULD NOT SIGN BELOW UNTIL RESULTS HAVE BEEN REVIEWED!**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



# Appendix E: Child Health Screening Record

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

Class Name: \_\_\_\_\_ County: \_\_\_\_\_

Student Name: \_\_\_\_\_ Last First Middle Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

**VISION**

Date \_\_\_\_\_

Check one for each eye:

Left:     Pass     Fail

Right:    Pass     Fail

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Child missed screening due to:

Absence

Parent permission denied

Child non-cooperative

Enrollment after screening

\_\_\_\_\_

Signature of Screener

\_\_\_\_\_

Date

**HEARING**

Date \_\_\_\_\_

Check one for each ear:

Left:     Pass     Fail

Right:    Pass     Fail

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Child missed screening due to:

Absence

Parent permission denied

Child non-cooperative

Enrollment after screening

\_\_\_\_\_

Signature of Screener

\_\_\_\_\_

Date

**DENTAL**

Date \_\_\_\_\_

Results:

\_\_\_ Should see a dentist

\_\_\_ Normal exam/no concerns

Additional Notes:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Child was not screened due to:

Absence

Parent permission denied

Child non-cooperative

Enrollment after screening

\_\_\_\_\_

Signature of Screener

\_\_\_\_\_

Date

**PHYSICAL**

Date \_\_\_\_\_

Results:

Height: \_\_\_\_\_

Weight: \_\_\_\_\_

Body Mass Index (BMI): \_\_\_\_\_

Blood Pressure: \_\_\_\_\_

Concerns/Recommendations:

\_\_\_\_\_

Child missed screening due to:

Absence

Parent permission denied

Child non-cooperative

Enrollment after screening

\_\_\_\_\_

Signature of Screener

\_\_\_\_\_

Date

## Appendix F: ADECE Incident Report Form

Complete and submit the electronic version of the form shown below at [laserfiche.alabama.gov/Forms/ADECE-IRF](http://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<br>Name: _____<br>_____   | <input type="checkbox"/> Partner Organization Employee<br>Name: _____<br>_____ | <input type="checkbox"/> Visitor/Volunteer<br>Name: _____<br>_____ | <input type="checkbox"/> Vendor<br>Name: _____<br>_____  |
| INFORMATION ABOUT THE INCIDENT  |  |  |  |
| Date of Incident:   | Time:  | Parent Notified?   | <input type="checkbox"/> Yes <input type="checkbox"/> No<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><input type="checkbox"/> Yes <input type="checkbox"/> No |
| Location of Incident:   |  | Police Notified?   | <input type="checkbox"/> Yes <input type="checkbox"/> No<br><input type="checkbox"/> Yes <input type="checkbox"/> No   |
| 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<br>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<br>If yes, identify the media outlet and attach news clipping if available.  |  |  |  |
| Was the individual injured? If so, describe the injury (laceration, sprain, etc.), the part of the body injured, and any other information known about the resulting injury(ies).   |  |  |  |
| Was medical treatment provided? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Refused<br>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:  |  |  |  |

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 an incident report.

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

## Appendix G: Request for Modified Schedule

Complete and submit the electronic version of the form shown below at [laserfiche.alabama.gov/Forms/ADECE-RMS](http://laserfiche.alabama.gov/Forms/ADECE-RMS).

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 (i.e., 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/Guardian 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 ADECE 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 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/Guardian Orientation

### *Topics to cover during parent/family orientation*

1. Explanation of First Class Pre-K
2. Local program policies, procedures, and attendance expectations (these should be provided in writing)
3. How to complete the required paperwork, including the Ages and Stages (ASQ-3) Developmental Screener
4. What a developmentally appropriate classroom for a 4-year-olds looks like
5. Help Me Grow information
6. What parents should expect from the program.  
For example: what a typical day in pre-k looks like and that children will be 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/guardians must be given a copy of the policy as well

## Appendix K: Parent/Family Engagement Log

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

| Class:<br>_____   |                             | Family<br>Orientation<br>August | ASQ-3<br>Screener |      |      |      |      |      |      |      |      | Total |
|-------------------|-----------------------------|---------------------------------|-------------------|------|------|------|------|------|------|------|------|-------|
| Child Name        | Parent's Name               | 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.)*

### **Entities that may participate**

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

1. Public schools.
2. Private schools.
3. Churches.
4. Existing public prekindergarten programs.
5. Existing private prekindergarten programs.
6. Existing nonprofit prekindergarten programs.
7. Any other entities or programs approved by the office.

(Act 2000-613, p. 1230, §6.)

### **Collaboration on programs**

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

(Act 2000-613, p. 1230, §7.)

## Appendix M: Permission to Purchase

Individual non-consumable items over \$300 must be pre-approved by the assigned Monitor or Region Director *prior to purchasing items*.

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

Complete and submit the electronic version of the form shown below at [laserfiche.alabama.gov/forms](http://laserfiche.alabama.gov/forms) 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 |
|------------------------------|---------|----------|-------|--------------------------------------|
|                              |         |          |       |                                      |
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|                              |         |          |       |                                      |

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*

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.** Either of the following:

a. A person under the age of 18 years.

b. A person under the age of 19 years who is in need of protective services and does not qualify for adult protective services under Chapter 9 of Title 38.

(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.

### **Section 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.

### **Section 26-14-3 - Mandatory reporting**

(a) All hospitals, clinics, sanitariums, doctors, physicians, surgeons, medical examiners, coroners, dentists, osteopaths, optometrists, chiropractors, podiatrists, physical therapists, nurses, public and private K-12 employees, school teachers and officials, peace officers, law enforcement officials, pharmacists, social workers, day care workers or employees, mental health professionals, employees of public and private institutions of postsecondary and higher education, 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 orally, either by telephone or direct communication immediately, and shall be followed by a written report, to a duly constituted authority.

(b)

(1) 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.

(2) As soon as is practicable after a report of known or suspected child abuse or neglect is made, the Department of Human Resources shall make efforts to determine the military status of the parent or guardian of the child who is the subject of the child abuse or neglect allegation.

(3) If the Department of Human Resources determines that a parent or guardian under subdivision (2) is in the military, the department shall notify a United States Department of Defense family advocacy program at the military installation of the parent or guardian that there is an allegation of child abuse or neglect that is being investigated that involves a child of the military parent or guardian.

(c) When the Department of Human Resources receives initial reports of suspected abuse or neglect, as defined in Section 26-14-1, including 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 any 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.

(g) Commencing on August 1, 2013, a public or private employer who discharges, suspends, disciplines, or penalizes an employee solely for reporting suspected child abuse or neglect pursuant to this section shall be guilty of a Class C misdemeanor.

#### **Section 26-14-4 - Permissive reporting**

In addition to those persons, firms, corporations, and officials required by Section 26-14-3 to report child abuse and neglect, any person may make such a report if such person has reasonable cause to suspect that a child is being abused or neglected.

#### **Section 26-14-5 - Contents of reports**

The reports provided for in this chapter shall state, if known, the name of the child, his or her whereabouts, the names and addresses of the parents, guardian, or caretaker, and the character and extent of his or her injuries. The written report shall also contain, if known, any evidence of previous injuries to the 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.

**Section 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 or her 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 or her 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.

**Section 26-14-6.1 - Duties and responsibilities for investigation of reports**

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

- (1) Reports of suspected child abuse or neglect involving disciplinary or corporal punishment committed in a public or private school or kindergarten shall be investigated by law enforcement agencies.
- (2) Reports of suspected child abuse or neglect committed in a state-operated child residential facility shall be investigated by law enforcement agencies.
- (3) All other reports of suspected child abuse and neglect shall be investigated by the Department of Human Resources.

**Section 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.

**Section 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 or her 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 or her agents, and the 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 or her 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.

### **Section 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 infants with disabilities and with life-threatening conditions. Upon application by the department, the court



may issue prelitigation or pretrial discovery orders for persons, medical records, and other documents or materials.

**Section 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 the 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 the five years, at which time the department shall expunge the 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.

#### Section 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.

#### Section 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.

#### Section 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 the child.

#### Section 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.

#### **Section 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 special education and related services 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 a 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 [alsde.edu](http://alsde.edu).

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

*To be included in all classrooms the first year of operation and replaced in existing classrooms on an as-needed basis. All furnishings and equipment in a First Class Pre-K program should be age appropriate for 3-5-year-old children and should not be made of easily breakable materials.*

### **BLOCKS:**

Unit blocks (starter set)  
Cardboard bricks/hollow blocks  
Small vehicles (cars and trucks)  
Multi-cultural people figures  
Career people figures  
Traffic signs  
Animal figures  
Street rug  
Books related to area  
Writing tools  
Minimum of two shelves  
*\*There should be enough blocks, space, and accessories for three 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, one-inch wooden cubes, one-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  
Minimum of one shelf  
*\*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 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 tabletop blocks  
Books related to area  
Writing tools  
Minimum of one shelf with bins  
*\*A minimum of 3-5 small building and art materials, manipulatives and puzzles should be included.*

### **NATURE AND SCIENCE:**

Collections of natural objects – rocks and minerals, leaves, seeds, acorns, pinecones, shells, feathers, nuts, sticks, spices  
Living things – models of insects, models of animals, live plants, aquarium, bug boxes, root View farm, live plants, aquarium  
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, stopwatch, hourglass, 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  
Minimum of one shelf  
*\*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. 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, 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 cell 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)

Toolbox

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

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, Minimum of one shelf for materials

Books related to area

Writing tools

*\*Some items may be teacher made, collected, or parent donated.*

**ART:**

Drawing- crayons (fat and small), markers, colored pencils, sidewalk chalk, white and colored drawing chalk

Paints - variety of paints (tempera, finger, watercolor, glitter), dot art painters, paint brushes, sponges, sponge brushes, paint cups

Art aprons

Paper - variety of sizes, weight, texture & 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

Minimum of one shelf for materials

*\* 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 CDs, tapes, iPod/iPad/MP3

Variety of music tapes/CDs for children (minimum of 10)

Books related to area

Writing tools

Dance props- scarves, ribbon rings, streamers

Furniture – minimum of one shelf for storage

**LISTENING CENTER:**

CD player or some other type of listening device

CD stories or recorded stories

Storage for listening center

**TECHNOLOGY:**

Minimum of two 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 out*

**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.

**ADDITIONAL ITEMS THAT MAY BE PURCHASED IF ADDITIONAL FUNDS ARE AVAILABLE:**

Additional unit blocks, block sets, large vehicles for block play

Puppet stage and additional puppets

Magnetic board and a variety of magnets

Additional manipulatives

Additional dramatic play dress-up props

Additional art materials

Additional paint and play dough/clay colors

Child-size sofa and chair

Playhouse, farm set, garage set; play mats such as town/farm

Toolbox, tools, workbench, safety glasses

Additional dolls/doll accessories

## Appendix Q: Playground Safety Recommendations

| Developmental skills for 4-and 5-year-olds   | Equipment needs to meet developmental skills   |
|--|--|
| <ul style="list-style-type: none"> <li>• Physically competent</li> <li>• Climb well, enjoy trying to go higher and higher</li> <li>• Enjoy challenges</li> <li>• Roll / Catch balls</li> <li>• Skip on alternating feet</li> <li>• Begin riding two-wheel bike</li> <li>• Balancing</li> <li>• Hop on 1 foot</li> <li>• Walk backwards, toe-heel</li> <li>• Jump forward 10 times without falling</li> <li>• Turns somersault</li> </ul> | <ul style="list-style-type: none"> <li>• Climbing and sliding structures that provide challenge for increasing skills</li> <li>• Bikes and paths to ride on and explore</li> <li>• Water and sand play equipment</li> <li>• Art studios</li> <li>• Structures or materials for imaginative play</li> <li>• Loose parts to enhance play</li> <li>• Natural features to experience seasons</li> <li>• Places to run, play ball, games, and balance</li> <li>• Wheel vehicles to pull or push</li> <li>• Balls</li> <li>• Walking board</li> <li>• Crawl through equipment</li> <li>• Toys for digging</li> </ul> |

### Outdoor Environmental Design and Safety Regulations

*The playground should not be shared with younger or older children at time of play.*

The outdoor play environment should include:

- Equipment that is age and developmentally appropriate
- Be located in clearly defined space with semiprivate areas where children can play alone or with a friend
- An area for children to have large motor experiences such as running, climbing, balancing, riding, or swinging.
- Activities such as dramatic play, block building, manipulative play, or art activities.
- A natural environment to explore, including a variety of natural and manufactured surfaces and areas with natural materials such as nonpoisonous plants, shrubs, and trees.
- Adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.
- Outdoor play areas on the premises shall be enclosed by a fence or wall at least four feet in height. The fence or wall shall be free from sharp protruding edges.
- Secured gates and arranged so that staff can supervise children by sight and sound.
- A minimum of 60 square feet of outside play space for each child this should be for all 18 children at one time
- Sandboxes are allowed if they allow for drainage, are covered when not in use, and cleaned of foreign matter on a regular basis. Staff must replace sand as often as necessary to keep the sand clean and free of debris.
- Concrete or asphalt shall not be used under outdoor playground equipment, with the exception of wheel toys.
- The outdoor play area shall be well-drained.
- Tripping hazards should be removed
- Playground equipment which is not designed to be portable shall be securely anchored so that it cannot be tipped over by an adult or child.
- The outdoor play area protects children from injury from falls (resilient surfacing should extend six feet beyond the limits of stationary equipment).
- Wooden equipment needs to be checked for sharp areas and splintering wood that could cause cuts or splinters
- Metal pieces of equipment should be checked for rust, if rust is visible it must be removed immediately.
- All broken toys and equipment must be removed and replaced immediately



## Appendix R: Help Me Grow Universal Resource Form



### Universal Referral Form

Help Me Grow Alabama (HMG) is a **free** information and referral line connecting parents and providers 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.

|                        |   |
|------------------------|---|
| Provider's Information | <p><b>Provider Name (e.g. Agency, Center, Practice, School Name):</b> _____</p> <p><b>Contact Person:</b> _____</p> <p>Address: _____ City: _____ Zip Code: _____</p> <p>Phone: _____ Fax: _____ Email: _____</p>   |
| Family's Information   | <p><b>Parent or Guardian Name(s):</b> _____</p> <p>Street: _____ City: _____ Zip Code: _____</p> <p>Phone: _____ Email: _____</p> <p><b>Best time to contact:</b> <input type="checkbox"/> Between ____ &amp; ____ <input type="checkbox"/> Anytime   <b>Best form of contact:</b> <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Text</p> <p><b>Please contact me in:</b> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (including specific dialect): _____</p> <p><b>Child Name:</b> _____ <input type="checkbox"/> Male <input type="checkbox"/> Female</p> <p>Date of Birth: _____ Premature? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, # of weeks early: _____</p> <p><b>Concerns/Reason for Referral:</b> _____</p> <p><b>Existing services and/or other referrals in progress:</b> _____</p> <p><input type="checkbox"/> Ask me about my other children when you contact me.</p> |

**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@smartstartalabama.org](mailto:referrals@smartstartalabama.org) | Fax: 334-356-8230  
[www.helpmegrowalabama.org](http://www.helpmegrowalabama.org)

Revised August 2019



## Appendix S: 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)

## Establish Login Credentials

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AlaCEED may only be used by personnel who have login credentials established with the Alabama Department of Early Childhood Education.

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

Link to PPF form:

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

## Support

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

Sherry Herring ([sherry.herring@ece.alabama.gov](mailto:sherry.herring@ece.alabama.gov))

Margaret Trammell ([margaret.trammell@ece.alabama.gov](mailto:margaret.trammell@ece.alabama.gov)), or

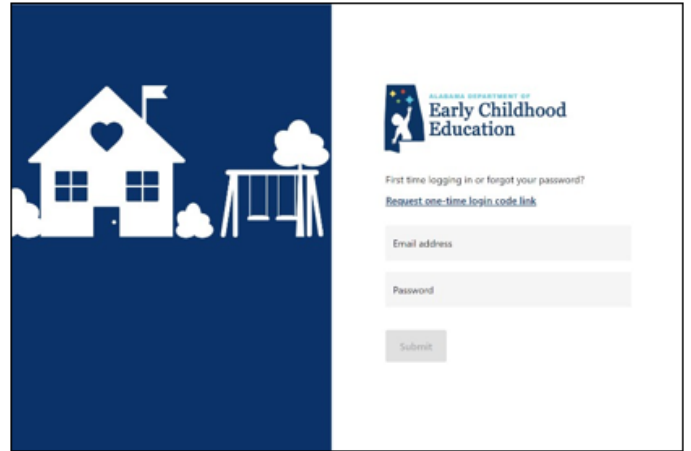
Marcia Burke ([marcia.burke@ece.alabama.gov](mailto:marcia.burke@ece.alabama.gov))

## AlaCEED Home / Login Page for Program Directors

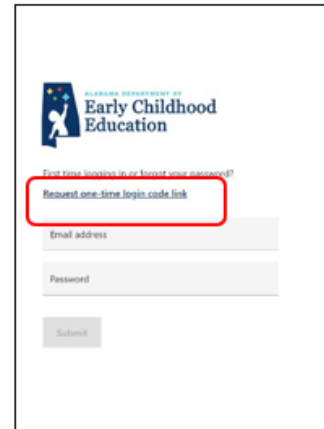
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Link: <https://prekprogram.alaceed.alabama.gov>

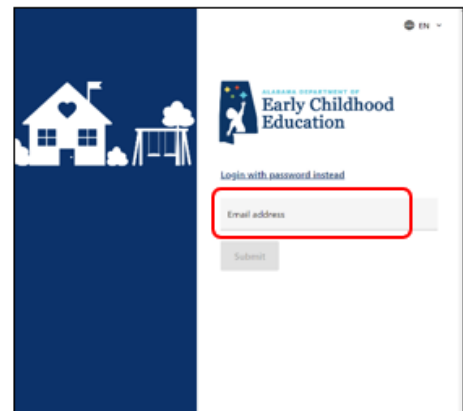
1. Go to [prekprogram.alaceed.alabama.gov](https://prekprogram.alaceed.alabama.gov).  
(Do not type www. before the address.)



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

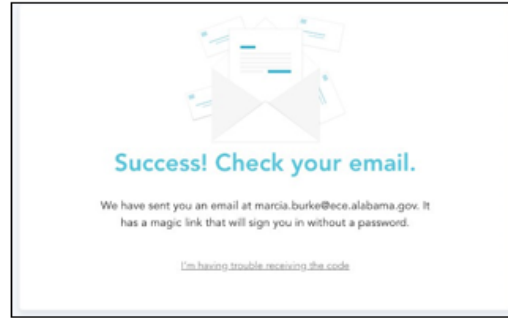


3. Enter the email address that is registered with your pre-k classroom and click Submit. If you don't know your email address, please contact [supportalaceed@ece.alabama.gov](mailto:supportalaceed@ece.alabama.gov).

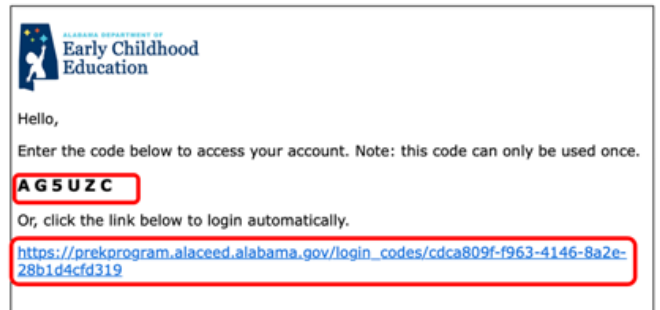


4. You will see a success message once an email has been sent to you. Confirm the email you entered is correct.

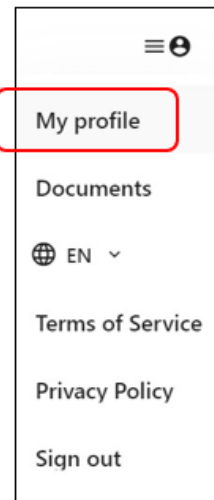
If it's not, click Back and re-enter your email.



5. You will receive a one-time login code and 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 it the next time you log in. Save this password.



## Pre-Registration Responsibilities Timeline

|   |  |
|---|--|
| <p><b>Step 1</b></p> <p>Jan. 15<sup>th</sup><br/>until<br/>Random<br/>Selection<br/>Drawing</p> | <ul style="list-style-type: none"> <li>• Director oversees community-wide recruitment and advertising of First Class Pre-K Pre-Registration (see English advertising flyer on p. 7 and Spanish version on p. 8)</li> <li>• Director views pre-registrations in AlaCEED from January 15<sup>th</sup> until Random Selection Drawing Date</li> <li>• 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</li> </ul> |
| <p><b>Step 2</b></p> <p>March 1<sup>st</sup><br/>through<br/>March 31<sup>st</sup></p>          | <ul style="list-style-type: none"> <li>• Director holds random selection drawing according to First Class Pre-K Guidelines between March 1<sup>st</sup> and 31<sup>st</sup> (specific date to be determined and advertised by individual programs)</li> </ul>  |
| <p><b>Step 3</b></p> <p>April 1<sup>st</sup><br/>through<br/>April 15<sup>th</sup></p>          | <ul style="list-style-type: none"> <li>• Director marks drawing results in AlaCEED between April 1<sup>st</sup> and 15<sup>th</sup> <ul style="list-style-type: none"> <li>○ Student selected for available position = mark as Pending</li> <li>○ Student selected for position on waitlist = mark as Waitlisted with the number indicating the order in which the student was drawn</li> <li>○ Emails to pending and waitlist students go out from ADECE April 16-18</li> </ul> </li> </ul>   |
| <p><b>Step 4</b></p> <p>Beginning<br/>April 19<sup>th</sup></p>                                 | <ul style="list-style-type: none"> <li>• Director marks parent responses in AlaCEED for all students with Pending status beginning April 19<sup>th</sup> as parent responses are received             <ul style="list-style-type: none"> <li>○ Parent accepted available position = mark student as Enrolled</li> <li>○ Parent declined available position = mark student as Dropped</li> </ul> </li> <li>• 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</li> </ul>   |
| <p><b>Step 5</b></p> <p>Beginning<br/>April 19<sup>th</sup></p>                                 | <ul style="list-style-type: none"> <li>• Director makes class assignments in AlaCEED beginning April 19<sup>th</sup> as parent responses are received             <ul style="list-style-type: none"> <li>○ All students marked as Enrolled must be assigned to a specific class in AlaCEED by August 1</li> </ul> </li> </ul>  |

## Pre-Registration Information

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1. **Advertise – January 15<sup>th</sup> until random drawing held in March**
  - Programs place recruitment notices around the community using the advertising flyer provided by the ADECE.
  - Programs provide access to the ADECE-provided *Pre-Registration Parent Guide*.
  
2. **Pre-Registration - January 15<sup>th</sup> until random drawing held in March**
  - Parents go online to the AlaCEED platform and complete the electronic pre-registration form using the ADECE-provided illustrated guide.
  - Parents 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.
  - 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* included in this document.

**AlaCEED Requirement: All grantees must utilize the AlaCEED online pre-registration program.** *Please do not request an exception to this requirement.*

3. **Random Selection Drawing – March 1-31**
  - All programs hold a public random selection drawing between March 1<sup>st</sup> and 31<sup>st</sup>.
  - Directors follow instructions provided in this guide to print a list of all students who have pre-registered for their program, then follow program guidelines to conduct a random selection drawing.
  - Eighteen pre-registrants should be drawn for each classroom a program has. (i.e., for 2 classrooms, draw 36 names) Then the remaining pre-registrants continue to be drawn and numbered for the wait list in the order they are drawn.
  - First Class Pre-K (FCPK) programs are expected to have full enrollment of 18 students within 2 weeks of school start date.

**Twins/Triplets/Etc.:** If a program has multiple birth siblings, all names should be placed in the drawing separately. If one, but not all, multiple birth siblings are drawn, the drawing should cease before the classroom enrollment cap is reached, and the multiple birth siblings should be added to the list of selected pre-registrants.

**Automatic Advancement:** If a classroom is located in a center that has a program for 3-year-old children, those children may not automatically be moved up to a FCPK classroom unless the program is federally mandated. They must pre-register and be placed in the public random selection.

**4. Mark Results of Random Selection Drawing – April 1<sup>st</sup> – 15<sup>th</sup>**

- When a parent pre-registers a student, the student’s status in AlaCEED is “pre-registered.”
- After the final drawing deadline date of March 31<sup>st</sup>, all program directors have **two weeks** to change each pre-registered student’s status in AlaCEED 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 the two-week window to mark random drawing results but may do this as soon as their drawing has been conducted. Detailed instructions for completing this process are included in this guide.

**5. Parent Notification – April 16<sup>th</sup> – 18<sup>th</sup>**

- Mass emails will be sent from AlaCEED by ADECE staff to each pre-registrant family notifying them of their pending or waitlisted status for each program they selected.
- The email instructs families to contact the director of each program for which they were selected and 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.*
- If students are not marked as Pending or Waitlisted in AlaCEED by April 18<sup>th</sup>, parents will not receive the email notification and the program will be responsible for notifying parents of each student’s status as a result of the random selection drawing.
- Directors may **opt out** of having mass email notifications sent by ADECE staff. Submit a written request to the Region Director prior no later than April 14<sup>th</sup> to opt out.

**6. Class Assignments – Beginning April 19<sup>th</sup>**

- For each child with Pending status whose parent accepts the offered position, follow directions in this guide for marking him/her “Enrolled” (meaning the student’s enrollment process is complete and he/she will be assigned to a class). Follow instructions in this guide to assign each Enrolled student to a classroom.
- If a parent declines a position for a child with Pending status, follow directions in this guide for marking him/her “Dropped” (meaning the student declined a position).



## Helpful Hints for Assisting Families with Pre-Registration

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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 support 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 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 near a receptionist or secretary who can provide assistance when needed.
- Remember that where there is a will, there is a way. Families who apply for public assistance and other types of federal financial support already complete online applications for these programs. Note that the pre-registration application may be completed on any Internet-connected device, including smartphones.

## Pre-Registration Process Guide

- Using any Internet-connected device, go to <https://prek.alaced.alabama.gov/>.

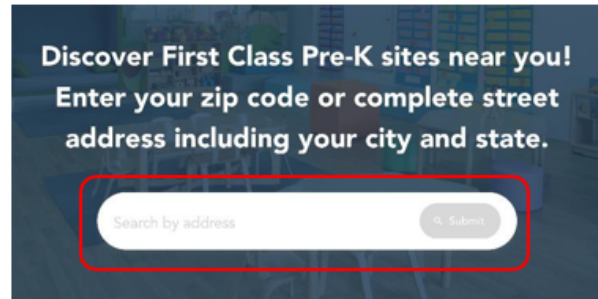
This is the landing page.

- To search for First Class Pre-K sites, click “Search for sites” or begin pre-registration by clicking “Pre-Register.” Note that there are separate buttons for the current school year and upcoming school year. Be sure to select the appropriate one for the age of the child.

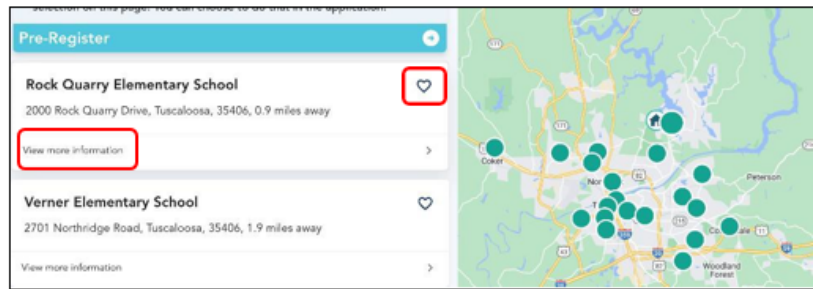


- To search, enter a zip code or complete address in the search box.

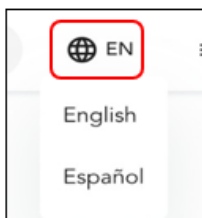
A list and a map view will display sites near the address as well as distance from it.



- Sites may be selected by clicking the heart so they will appear in the pre-registration application. More information about the site can be viewed by clicking “View more information.” The map is interactive and will zoom in or out to change the area being viewed.



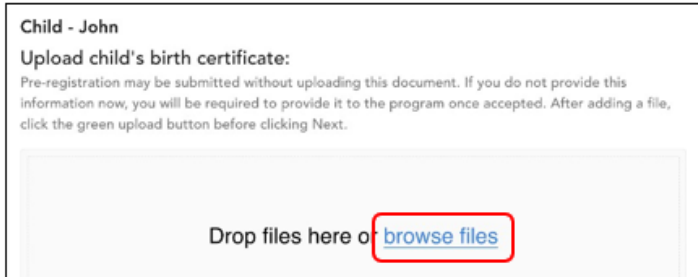
- After selecting “Pre-Register,” create a parent account by entering the information requested.



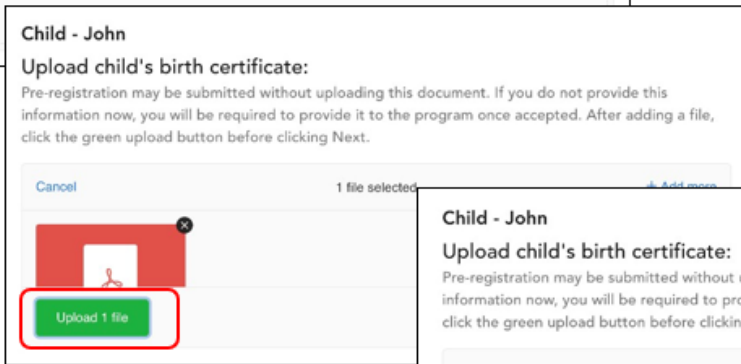
Click the globe beside “EN” in the upper right corner of your screen to select Español and have the form displayed in Spanish.



6. The pre-registration process will allow a copy of the child’s birth certificate and proof of residence to be uploaded, or these may be presented at the program site at a later date.

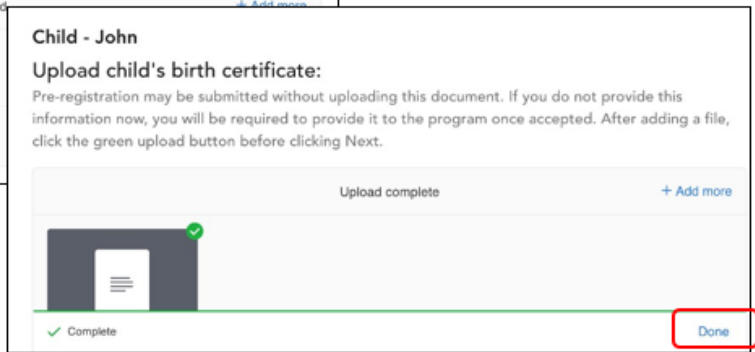


Click “browse files” and select the document or image on your device to be uploaded.

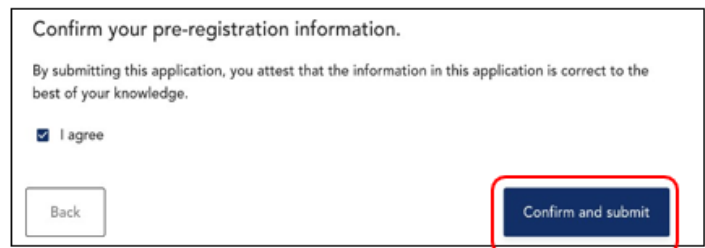


Click the green “Upload” button.

Then click “Done.”



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



8. When the pre-registration form is submitted, a confirmation email will be sent to the email address provided. Programs hold random selection drawings between March 1<sup>st</sup> and 31<sup>st</sup>. Notification emails informing whether the child’s name was selected or waitlisted will be sent between April 16<sup>th</sup> and 18<sup>th</sup>.

## Automatic Pre-Registration Confirmation Email

When a pre-registration form is submitted, AlaCEED automatically sends this email to the registrant.



**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.

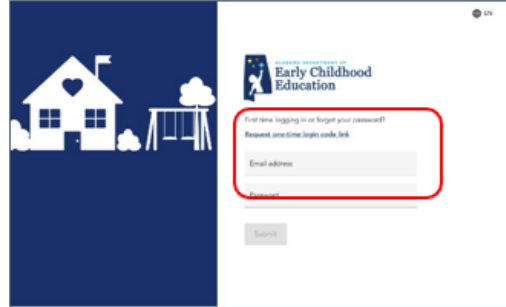
[View your pre-registration](#)

## Student Status Labels

|                       |   |
|-----------------------|---|
| <b>Pre-registered</b> | child's online pre-registration has been submitted  |
| <b>Pending</b>        | child's name was drawn in the random selection drawing for an available position in a class   |
| <b>Waitlisted</b>     | child's name was drawn after all available positions were filled so his/her name has been added to the waiting list in the order it was drawn |
| <b>Enrolled</b>       | child accepted an offered available position in a class   |
| <b>Dropped</b>        | child declined to accept an offered position in a class, withdrew from a class, or was not eligible   |

## Directors' Enrollment Management Guide

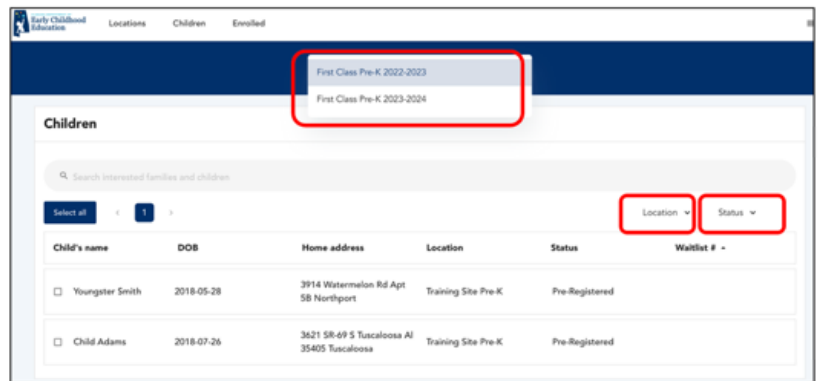
1. Log in at <https://prekprogram.alaceed.alabama.gov>.



2. Click on the “Children” tab to view all children who have pre-registered for your site.

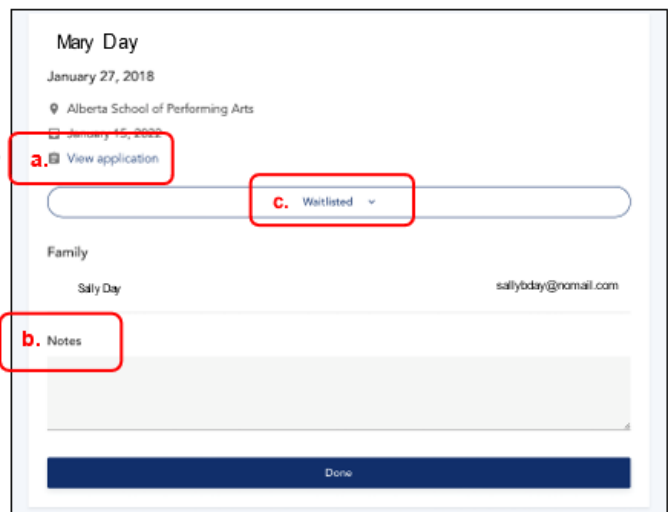
Select the school year you wish to view: 2022-23 OR 2023-24 at the top of the screen.

If you manage more than one site, you may filter by location. You may also filter by child’s status.

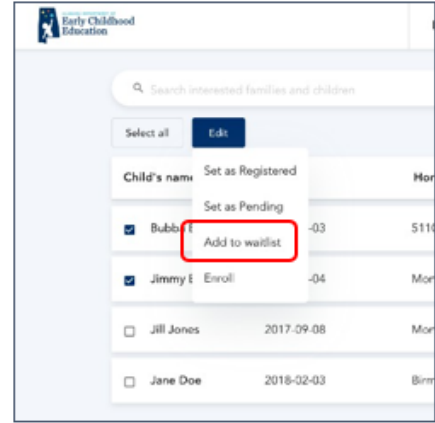


3. Click on a child’s name to complete the following tasks.
  - a. View the entire pre-registration form.
  - b. Add notes to the child’s record.
  - c. Change child’s status.

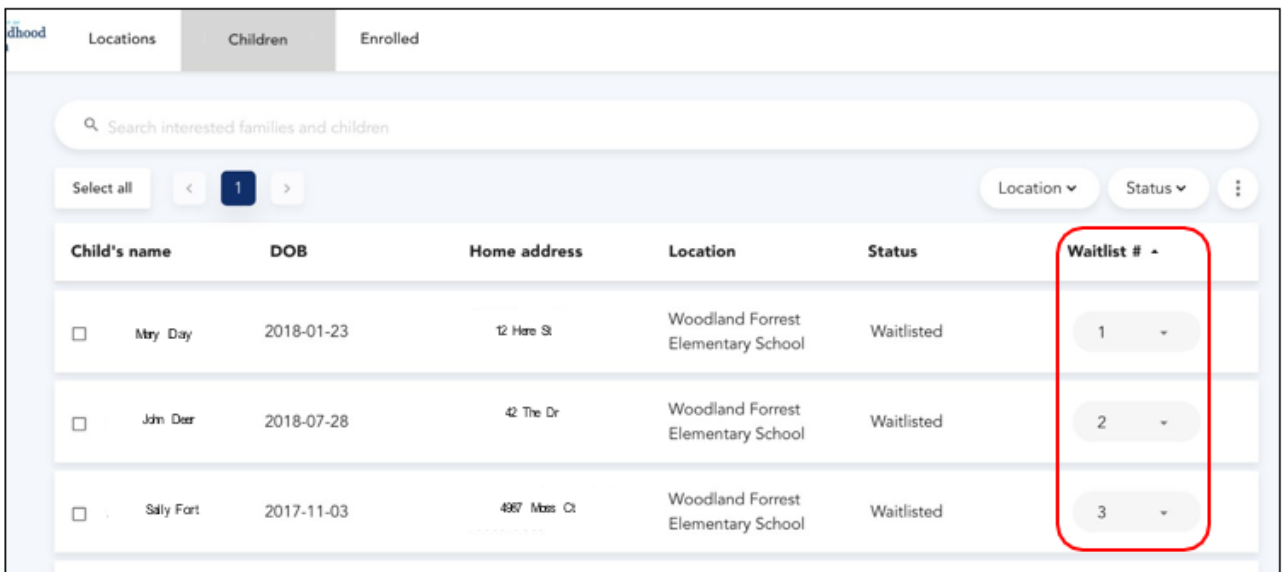
After the random selection drawing, set each child’s status to Pending or Waitlisted (as explained in #4).



4. For children who belong on the Waitlist (they were not selected for an available position in the random selection drawing), select each name, click “Edit” then click “Add to waitlist.”



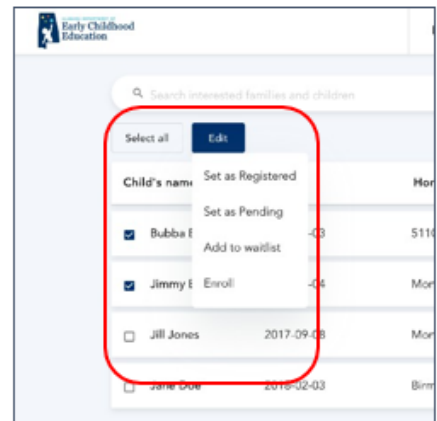
5. To assign a waitlist number to a child, change the dropdown number under “Waitlist#.”



If a vacancy becomes available, contact the first child on the waitlist. When a child is removed from the list, the remaining students will not be re-numbered. To fill another vacancy, proceed using the lowest remaining number on the list.

6. Once a child has accepted a position, change the status to “Enrolled.” You may select a single child or select multiple children by clicking “Select all” to change the status of all children being displayed.

Click “Edit” then “Enroll.”



7. Once a child’s status is “Enrolled,” select the name, then select the Location, then the classroom number.

It is not mandatory to select the classroom immediately when setting a child’s status to Enrolled, however all enrolled children must be assigned to a class by August 1<sup>st</sup>.

**Enroll Mary Day**

What location will they enroll in?

Rock Quarry Elementary School

What program or class will they enroll in?

Rock Quarry Elementary Pre-K 2

Cancel Enroll

8. To drop an enrolled student, click on the student’s name in the list of enrolled students, then click on “Drop” at the bottom of the screen.

When a student withdraws during the school year, it is the Director’s responsibility to change the student’s status from “enrolled” to “dropped.”

**Louis Duck**

Birthdate: May 5, 2018

Training Site Pre-K

Enrolled on July 12, 2022

[View application](#)

Training Site Pre-K 1

Family

Donald Duck 205-987-6541 disneydad@nomail.com

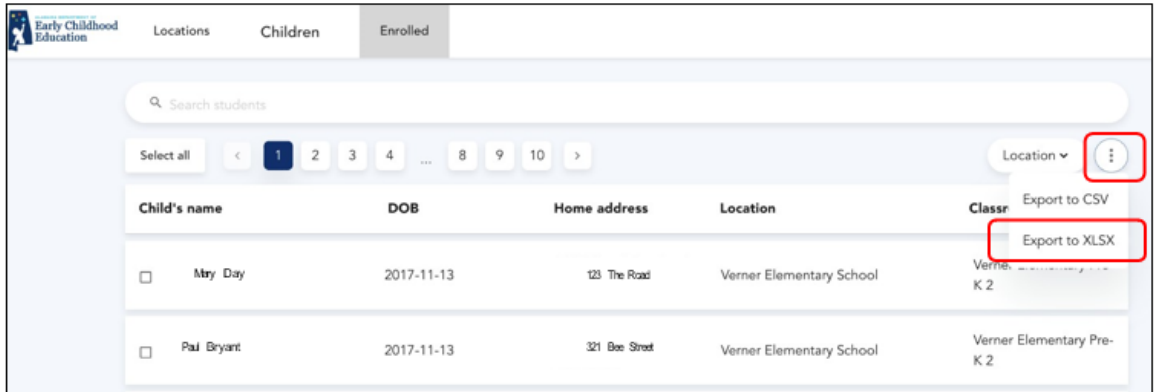
Notes

Done

Drop

## Print Student Roster

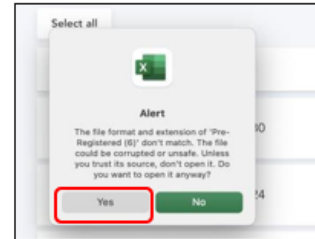
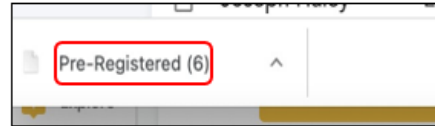
1. To download and print a list of pre-registered or enrolled students, filter by location if necessary, then click the circle with 3 vertical dots at the top right of the screen. Select “Export to XLSX.”



2. All students, with their data, will download to an Excel spreadsheet. The file name will appear at the bottom left of the screen. Click on the name of the file to open it.

If an “Alert” message appears, select “Yes.”

If you have trouble manipulating the file, contact Support.



## **Student Status Requirements**

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### **Deadline to Set a Status for Each Student: April 15<sup>th</sup>**

Directors must set the status of all pre-registered students to one of the following:

- “Pending” if selected for an available position in the drawing
- “Waitlisted” selected after names have been drawn for all available positions
- “Dropped” if the student is not eligible for the program or is a duplicate entry

### **Automatic Email Notifications: April 16<sup>th</sup> through 18<sup>th</sup>**

Students marked Pending or Waitlisted will be sent an email notification of their status by the ADECE (see examples following).

Sites that do not want this mass notification sent to parents *must* notify Support *in writing* via email no later than April 14<sup>th</sup>. Those that opt out are responsible for contacting parents on their own.

### **Pending Status Follow-up**

Beginning April 19<sup>th</sup>, directors must contact families of children whose status is Pending and who have not accepted or declined the offered position.

- If the position is accepted, change the child’s status to Enrolled.
- If the position is declined, change the child’s status to Dropped.

### **Status of Children who Pre-Register After Drawing Has Been Held**

Children who pre-register after the random selection drawing has been held must have their Pre-Registered status changed as soon as possible. No child should have Pre-Registered status once the drawing is done.

- Change to Pending if a position is available in a class, contact the family, then change to Enrolled if position is accepted or Dropped if declined.
- Change to Waitlisted if no position is available. Add the child to the bottom of the existing waitlist. Notify the family of the status.

### Students Enrolled in Multiple Sites

Parents will sometimes accept offered positions at more than one site. The ADECE staff begins contacting these families during the summer to obtain the final selection and mark the child's status accordingly.

### Students Enrolled but On Other Waitlists

After school begins, children who are marked Enrolled in any program will be dropped from all waitlists by the ADECE.

### Withdrawn Student Status

Children withdrawn during the school year must be marked by the director as "Dropped."

### Status Notification Emails

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



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!

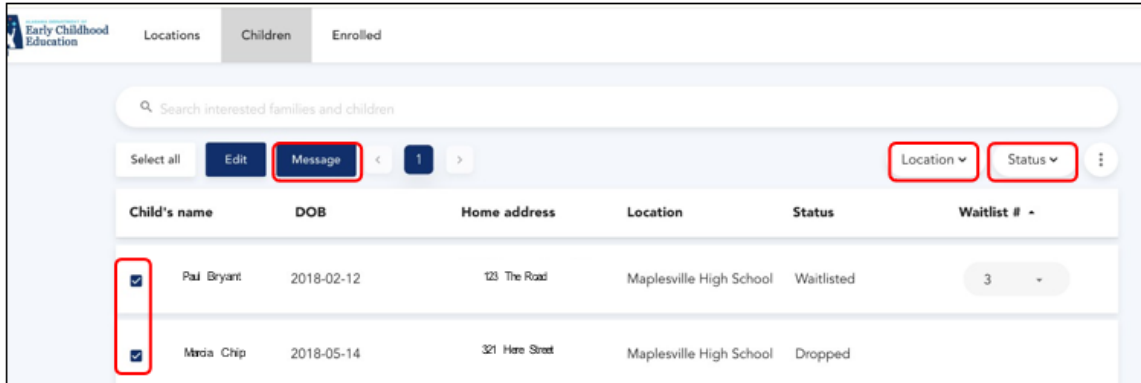
Alabama's First Class Pre-K Program





## Email Parents from AlaCEED

1. Use the “Location” or “Status” filters to display the child(ren) whose parent(s) you want to contact.
2. On the “Children” tab or the “Enrolled” tab, select at least one child’s name by clicking the box, and the “Message” tab will appear as shown below.



3. Click the “Message” tab to cause the “New message” window (shown below) to open.
4. In the message window, enter the subject, then type your email in the Body section.
5. Click “Send” to email the message to the parent(s) of the child(ren) you selected.

The screenshot shows the "New message" window. It has a title bar "New message". Below the title bar are two input fields: "Subject" and "Body". The "Subject" field contains the placeholder text "Type subject here". The "Body" field contains the placeholder text "Type email message here". At the bottom of the window are two buttons: "Cancel" and "Send" (highlighted with a red box).

## Appendix T: Electronic Forms

First Class Pre-K Laserfiche forms are available at [laserfiche.alabama.gov/forms](https://laserfiche.alabama.gov/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.
- 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.
- 3. Classroom Relocation Application**  
Description: Request approval to relocate a current OSR First Class Pre-K classroom to a new location.
- 4. First Class Pre-K Site Details**  
Description: Program Director provides beginning of school year information related to program schedule, curriculum, and accreditation.
- 5. 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.
- 6. First 5 Consultation Project Parental Consent Revocation**  
Description: To be submitted by Parent/Guardian revoking consent for First 5 Consultation Project IECMHC Services.
- 7. First 5 Consultation Project Request for IECMHC Services**  
Description: A formal request for First 5 Consultation Project IECMHC Services on behalf of a qualifying child.
- 8. Incident Report Form**  
Description: 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, contact your Region Director immediately.
- 9. Increase in Enrollment Waiver Application**  
Description: Program Director request permission for a waiver to increase classroom enrollment.
- 10. 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.
- 11. Modified Schedule Request**  
Description: Requests permission to modify a child's schedule for attending First Class Pre-K.

**12. Permission to Purchase**

Description: Requests permission to spend OSR funds for purchases over \$300, as required by First Class Pre-K Program Guidelines.

**13. 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.

**14. 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.

**15. Spending Plan**

Description: Report expenditures of OSR funds (other than those designated for salaries and benefits) remaining after May 31. Submit by June 15. Funds must be spent no later than September 30.

**16. 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.

**17. Teacher Credential Verification Form**

Description: Lead and Auxiliary Teachers submit information allowing the department to verify teaching credentials and certifications.

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

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



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

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

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

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

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

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

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

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

## Appendix V: Suggested Virtual Professional Development Experiences

### **CLASS/Teachstone Recorded Webinars**

[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.

[Setting Up Your Classroom for Success](#)

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

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### **Inclusion Webinars**

*Explore these webinars about inclusion issues related to children with disabilities or suspected delays*

[Supporting Children with Disabilities Who Are Also Dual Language Learners](#)

[Preventing and Addressing Behaviors That Challenge Us](#)

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### **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](#)

[2018 Breakout Session: Compassion in Action – We Care Center & Kindness Tree](#)

[2018 Breakout Session: Conflict Resolution – Teaching Social Skills \(Ages 0-3\)](#)

[2018 Breakout Session: Conflict Resolution – Time Machine & Class Meetings with Young Children \(Pre-K-Grade 2\)](#)

[2018 Breakout Session: Conscious Discipline with Exceptional Children](#)

[2018 Breakout Session: Creating a Safe Place to Practice Self-Regulation](#)

[2018 Breakout Session: Creating a School Family Culture with Staff](#)

[2018 Breakout Session: Let's Celebrate! Celebration Center & School Family Assemblies](#)

[2018 Breakout Session: Meaningful Jobs for Everyone](#)

[2018 Breakout Session: Partnering with Families for Success](#)

[2018 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](#)

[2018 Breakout Session: Start Your Day the Brain Smart Way](#)

[2018 Breakout Session: Using Conscious Discipline to Integrate Social-Emotional Learning and Academics \(Administrators\)](#)

[2018 Breakout Session: Weaving Rituals Throughout the Fabric of the Day \(Pre-K-Grade 2\)](#)

[2018 Keynote: Closing Session](#)

[2018 Keynote: Consequences vs. Punishments and Rewards](#)

[2018 Keynote: It Starts in the Heart – Creating a School Family from the Inside Out](#)

[2018 Keynote: Planting Seeds of Love in Hurting Hearts](#)

[2018 Keynote: Starting the Year with Shared Power](#)

[2019 Breakout Session: Coaching – What Happens After the Professional Development \(PD\)](#)

[2019 Breakout Session: Creating a Safe Place – Teaching Self-Regulation](#)

[2019 Breakout Session: District-Wide Transformational Planning](#)

[2019 Keynote: Healing Hurting Hearts – Trauma-Informed Strategies to Transform Behaviors](#)

[2019 Keynote: Let's Do It – Starting the Year Off Brain Smart](#)

[2019 Keynote: Noticing – Mindfulness at the Heart of Conscious Discipline](#)

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## **Cox Campus**

[The Power of Language](#)

[Meaningful Conversations](#)

[Transforming Story Time](#)

[Building Word Knowledge](#)

[Foundations of Learning to Read](#)

[Sharing Ideas Through Writing](#)

[Tie it All Together](#)

[\*Infant and Toddler Courses\*](#)

[Power of Language for Infants & Toddlers](#)

[Talk With Me](#)

[Talk With Me Baby](#)

[Read With Me: Part 1](#)

[Read With Me: Part 2](#)

[Rhyme With Me](#)

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**Head Start Early Childhood Learning and Knowledge Center Website**

[Teachers' Choice! Digging Deeper into Challenging Behavior: Part 1](#)

[Teachers' Choice! Digging Deeper into Challenging Behavior: Part 2](#)

[Help Me Make a Strong Start! Strategies for Successful Kindergarten Transitions](#)

[Click, Zoom, Buzz: Adding STEAM to Everyday Activities](#)

[Take It Outside! Adventures in Nature with STEAM](#)

[Preschool Math Ideas: Hiding in Plain Sight](#)

[Art and Storybooks: Ideas from STEAM](#)

[Learning by Building: Engineering for Preschool Children](#)

[Beyond Sink and Float: Science for Preschool Children](#)

[More than Fun and Games: Digital Technologies and Children's Learning](#)

[Click, Zoom, Buzz: Adding STEAM to Everyday Activities](#)

[It's a Big Problem! Teaching Children Problem-Solving Skills](#)

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**Devereux-Center for Resilient Children**

[Trauma-Sensitive Practices for a Positive, Thriving Classroom](#)

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**Early Childhood Investigations Webinars**

[Using Mindfulness with Children of All Abilities to Keep Connections Strong](#) by Dr. Kristie Pretti-Frontczak

[Understanding the Impact of Trauma on Behavior](#) by Barbara Kaiser

[Executive Function and Language Development: Unpacking the Science and Exploring New Findings](#) by Lisa Guernsey

[Moving Beyond Multicultural Education: Promoting Equity in Early Childhood Education](#) by Jen Neitzel and Ebonyse Mead

[Build a Culture of Family Engagement Through Responsive Communication](#) by Mary Muhs

[Skip, Turn, & Hop Into Teaching ECE Math and Language Arts through Movement](#) by Connie Bergstein Dow, MFA

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**GOLD**

[Read It Once, Read it Twice, Read It Once Again](#)

[Language, Literacy, Lounging, Laughing: Rethink the Library](#)

[Move Beyond the Storybook: Make Informational and Nonfiction Texts Meaningful for Young Children](#)

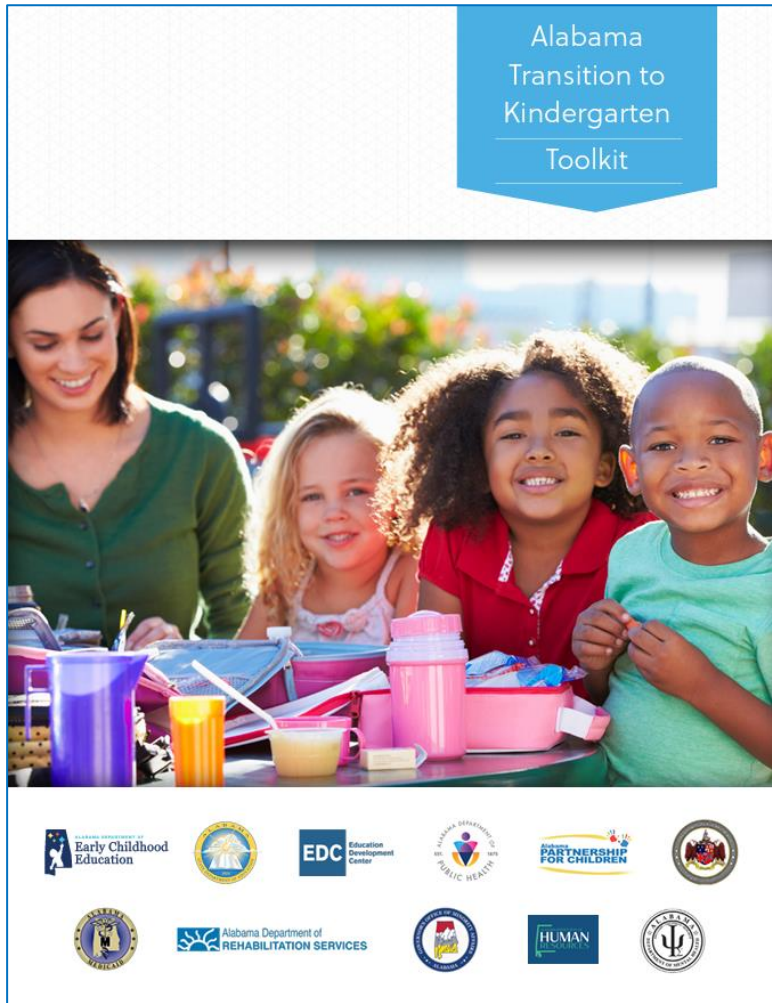
[Invisible Assessment: Capturing the Moments that Matter without Disrupting Learning](#)

[Fidelity in the Preschool Classroom: Best Practices in Action](#)



## Appendix W: Alabama Transition to Kindergarten Toolkit

[Click here](#) to access the toolkit which 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