

PROGRAM

FIRST CLASS PRE-K GUIDELINES

2023



ALABAMA DEPARTMENT OF
Early Childhood
Education

STATE OF ALABAMA
DEPARTMENT OF EARLY CHILDHOOD EDUCATION

First Class Pre-K **Program Guidelines** **2023-2024**

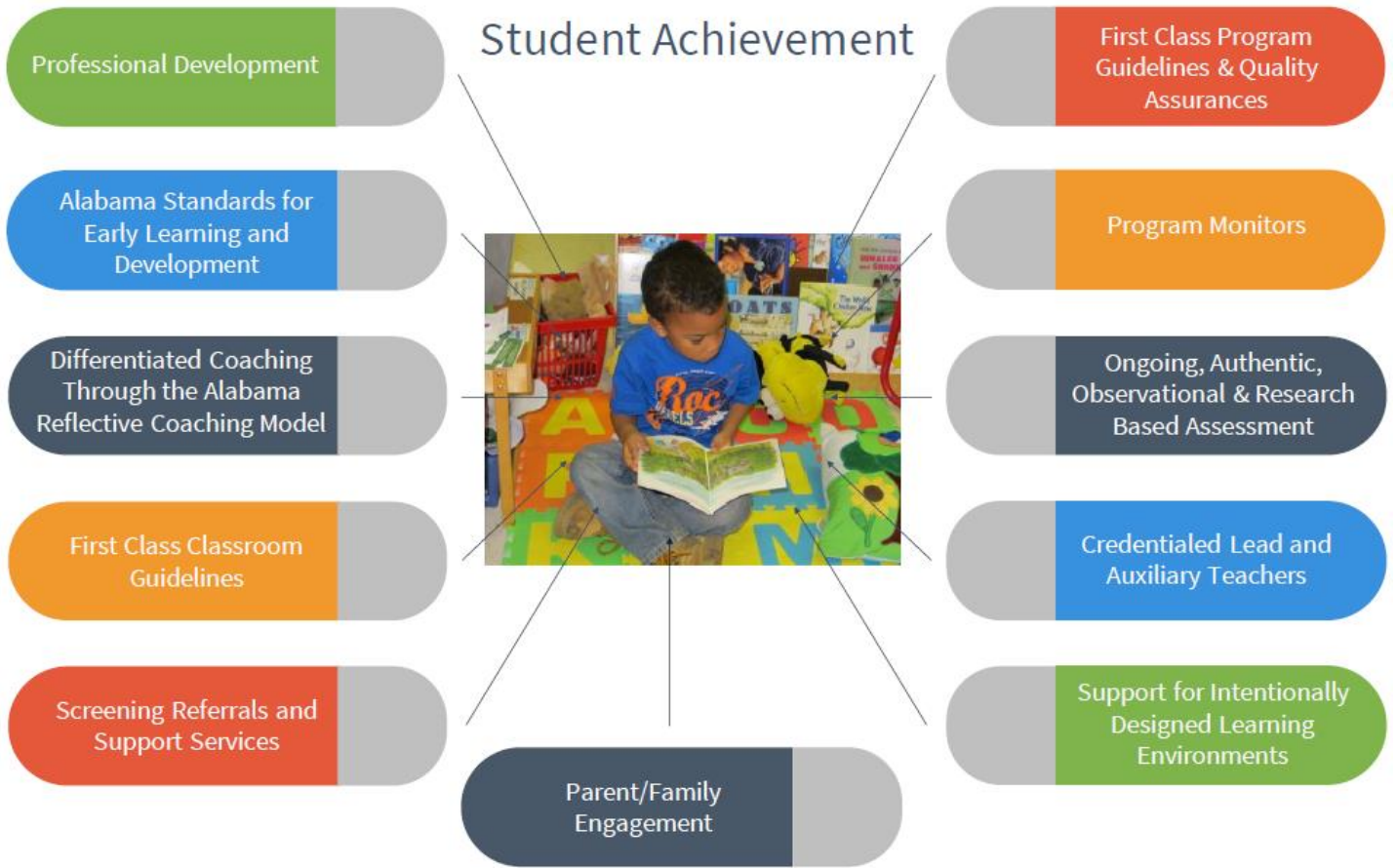
Adjustments or modifications to the Office of School Readiness Program Guidelines may be made at the discretion of the Secretary of the Alabama Department of Early Childhood Education.

Table of Contents

Alabama First Class Pre-K Framework	2
Introduction	3
NIEER Quality Benchmarks	4
PA Program Administration	5 - 18
CR Classroom	19 - 21
CF Child & Family	22 - 29
TS Teacher Service	29 - 32
IT Instructional Support Team	33
DA Disciplinary Action	33 - 36
AP Appendices	Back of Document
CG Classroom Guidelines	Separate Document

**Alabama First Class Pre-K is a high-quality program of excellence that is continually improving. All suggestions are welcomed, and changes needed to refine processes are ongoing.*

ALABAMA FIRST CLASS PRE-K FRAMEWORK



INTRODUCTION

The Office of School Readiness

The Office of School Readiness (OSR) is housed within the Alabama Department of Early Childhood Education (ADECE) and is charged with administering Alabama’s state-funded pre-kindergarten program. The OSR funds First Class Pre-K classrooms through a competitive funding process and administers the program in a variety of settings through diverse delivery systems that include:

- Public schools
- Private childcares
- Private schools
- Head Start programs
- Community-based programs
- Faith-based programs
- Military programs

The OSR was created in the 2000 legislative session. In the first year of operation the ADECE funded eight pilot pre-k programs. Since then, state funding for Alabama First Class Pre-K has grown, and the program has expanded into all 67 counties with a statewide goal of serving up to 70% of four-year-olds. The OSR currently funds more than 1,400 First Class Pre-K classrooms and supports the professional development of a high-quality workforce through education, training, and onsite coaching.

The Code of Alabama sections relating to the OSR are contained in Appendix L.

High Quality Pre-K

Alabama’s state-funded First Class Pre-K program has been awarded the highest quality rating by the National Institute for Early Education Research (NIEER) for the past seventeen years. The OSR is dedicated to working with pre-k programs to ensure that Alabama’s 4-year-olds have access to high quality learning experiences that prepare them for future school success. The OSR staff works with classrooms to promote those high-quality experiences in Alabama. Chart 1 outlines the quality criteria defined by NIEER as well as how Alabama implements the criteria in its First Class Pre-K classrooms.

The OSR works with First Class Pre-K programs to ensure the state’s plan for expanding access to high quality pre-k is effectively implemented. The ADECE provides professional development trainings for both lead and auxiliary teachers throughout the year. In addition, First Class Pre-K coaching is provided for continuous improvement of effective teaching practices, opportunities for teacher self-reflection, and joint goal-setting between the teacher(s) and the First Class Pre-K Region Coach. The OSR’s expectations are that provided trainings, coaching, and opportunities for professional growth will contribute to a teacher’s acquisition of high-quality developmentally appropriate teaching practices. If one-year in a funding cycle has transpired without a teacher showing satisfactory progress towards quality instruction based on coaching observations, child assessment results, and adherence to both program/classroom guidelines, the program may be defunded unless said teacher(s) are replaced.

NIEER QUALITY BENCHMARKS

Chart 1

Quality Indicators	Office of School Readiness Recommendations
Early Learning and Development Standards	Alabama Standards for Early Learning and Development (ASELDs)
Lead Teacher Degree	Lead teacher must have a bachelor’s degree in Early Childhood Education or Child Development, at minimum
Lead Teacher Specialized Training	Lead teacher must have specialized training in early childhood field
Auxiliary Teacher Degree	Auxiliary teacher must have a Child Development Associate credential (CDA) or equivalent of 9 hours of approved coursework in child development, at minimum.
Professional Development, coaching, individualized plans for lead and auxiliary teachers	Lead teacher must have at least 30 hours yearly in-service professional development and training; auxiliary teacher must have at least 20 hours yearly in-service professional development and training; Twelve of the hours will be earned through required participation in the Early Childhood Education Conference
Maximum Class Size	Maximum number of children per classroom must be 20 or fewer; recommended number is 18
Staff-Child Ratio	Lowest acceptable ratio of staff to children in classroom must be 1:9 1:10 is permissible only for Head Start classrooms
Screenings and Referrals	Provide physical, vision, hearing, and dental screenings and referrals and at least one additional support service to families; the Ages and Stages Questionnaire-3 (ASQ-3) developmental screener and the Devereux Early Childhood Assessment for Preschool, 2 nd Edition (DECA-P2) are also completed for each child
Supports for Curriculum Implementation	First Class Pre-K classrooms will implement the Alabama First Class Pre-K Framework, which consists of the Alabama Standards for Early Learning and Development, First Class Program Guidelines, First Class Classroom Guidelines, the ASQ-3 Developmental Screener and the Teaching Strategies™ GOLD® Assessment. Classroom guidance and support will be provided by Region Coaches.
Continuous Quality Improvement System	Site visits and monitoring will be provided by Region Monitors to ensure continuous quality and compliance. A Learning Environment Checklist (LEC) and other assessments are administered to ensure the program is meeting children’s needs and high-quality standards.

Source: NIEER State of Preschool Yearbook, nieer.org/state-preschool-yearbooks

PROGRAM ADMINISTRATION

PA 1 Compliance with OSR Program and Classroom Guidelines Required

The Program and Classroom Guidelines have been created and published by the OSR to ensure that programs provide a safe and high-quality learning environment for the students in Alabama's First Class Pre-K program.

The Program and Classroom Guidelines also provide guidance and regulations for the expenditures of state funds. If programs do not use state and federal funds for the purpose for which they are intended, those programs will be in non-compliance and at risk of losing funding.

Failure to adhere to any of the written OSR Program or Classroom Guidelines may result in a warning, probation, suspension, and/or immediate defunding of the program.

A work-plan will be given to programs placed on probation and implementation of the work-plan will be supported by the OSR staff. If the program continues to be deficient, the OSR may suspend or defund the program. A defunded program must consult the OSR director before reapplying for First Class Pre-K funding. Programs may be immediately defunded if violations are considered severe. All OSR funds must be used according to First Class Pre-K Guidelines and/or applicable state and federal laws.

PA 2 Funding Awards

The OSR funds high quality pre-k programs through a competitive funding application process. Funds are provided by state funds appropriated through the Alabama legislature each year. All programs should understand that the receipt of state dollars is a responsibility and should ensure that funds received are spent for the purposes of high-quality pre-k in the classrooms for which they are appropriated. Please note that OSR funding is not intended to fully fund a classroom and 25% supplemental funding is required.

PA 2.1 Awarding of Contracts

Contracts will be awarded to First Class Pre-K providers through a competitive process, subject to funding availability, previous program compliance (for continuation programs), and identified regional need. Programs are reviewed annually for continued funding based on the availability of funds and adherence to the OSR recommendations and stipulations. It is important that programs demonstrate financial solvency and sound fiscal management, therefore programs should have at least one to two month's operating costs in reserve. All programs are expected to receive and spend state education trust fund dollars in accordance with state requirements.

PA 2.2 Selection of First Class Pre-K Program Sites

The selection of applicants proposing to operate a First Class Pre-K program will be based on the applicant's ability to demonstrate, in their application, the most effective implementation of a First Class Pre-K program. Interested applicants will go through a competitive application process, which is conducted annually. Existing programs will be required to complete a continuation application each year. New Classroom funding awards are only for the first year. After the first year of funding, these recipients will be required to reapply for Tiered or Excellence funding.

The five criteria for selection will include:

1. The quality of the proposed program as indicated by adherence to the First Class Pre-K Program and Classroom Guidelines and Quality Assurances as listed on the MOU
2. The qualifications and experiences of the applicant and staff in planning, organizing, and planning comprehensive child development services to families and children at the community level
3. The program design and suitability of facilities and the equipment proposed to be used in carrying out the program
4. Cost effectiveness of the proposed program
5. The need for pre-k services in the community served by the applicant

PA 2.3 Funding Application and Notification of Contract Awards

All approved programs will receive electronic notification via email from the ADECE funding management system.

PA 2.4 Classroom Budgets

Initial budgets for the upcoming year should be submitted to the OSR no later than September 30. Budgets must reflect the total amount of all funds used to support the OSR classroom including 25% supplemental funds, parent fees (if collected), and any other types of funding sources that support the classroom.

Budgets are required to be entered into the OSR electronic database at the beginning of the year. Amendments may be made during the time frame of January 1-31. Any budget change greater than 10% per line item will need approval of the First Class Pre-K Region Monitor or First Class Pre-K Region Director. Sites not complying with budget submission by required dates will be penalized according to OSR Program Guidelines (see *Section PA 3.1*).

PA 2.5 Contract Signature

The legal signatory for the program entity must sign and submit the funding approval form and the Memorandum of Understanding (MOU) and a copy must be given to the building administrator. In addition, the Chief Financial Officer (or equivalent) must endorse the agreement. *Note: An electronic signature on documents has the same legally binding effect as a written signature.*

PA 2.6 Disbursement of Funds and Per Pupil Allocation (PPA) Incentive

Funds to pre-k programs will be disbursed subject to the availability of funds and upon receipt of completed required paperwork. First Class Pre-K programs cannot wait until the first check disbursement from the OSR to pay the lead and auxiliary teacher salaries or to purchase required equipment and supplies for the First Class Pre-K classroom. If funding is available, classrooms will receive a Per Pupil Allocation (PPA) incentive award based on the number of students enrolled in the classroom as of September 30. All classes must have full enrollment of 18 students in order to receive the full PPA funding incentive as part of the overall classroom funding award. If a classroom has fewer than 18 students, the class may be placed on probation and their OSR check disbursements may be prorated.

All OSR funds must be spent by September 30 of the funding year, or the funds must be returned to the OSR. A spending plan for any OSR funds remaining on June 1 must be submitted to the program's Monitor or Region Director no later than June 15 to show how the remaining funds will be spent before September 30.

PA 2.7 Budget Guidelines

Each program is required to provide at least 25% supplemental funding (cash or in-kind). All private childcare providers must have a separate bank account specifically for OSR funding awards before first check disbursements are made.

The following items may be included in your budget for OSR funds:

Expenditure Types	Items Allowed	Required Documentation
Personnel Costs	<ol style="list-style-type: none"> 1. Pay for lead and auxiliary teacher salaries in compliance with salary scale 2. Administrative costs which must not exceed 6% of grant amount 3. Pay for qualified substitute teachers which must be provided in absence of lead and/or auxiliary teacher 4. Background checks for new teachers only <p>OSR requirements establish that lead and auxiliary teachers are paid at least the minimum base salary as required in Appendix A. This amount does not include benefits.</p>	Copies of cancelled checks from bank statements
Benefits	<ol style="list-style-type: none"> 1. Insurance, retirement, payroll taxes, or other benefits for lead and/or auxiliary teacher 	Copies of cancelled checks from bank statements
Education Equipment and Supplies	<ol style="list-style-type: none"> 1. Instructional materials and supplies for classroom 2. Playground equipment and supplies 3. Classroom furnishings 4. Classroom electronic equipment <p>Note: See Appendix P for the required list of equipment, materials, and supplies for classroom.</p>	Itemized receipts or itemized paid invoices
Travel	<ol style="list-style-type: none"> 1. Travel in support of classroom including the annual Early Childhood Education Conference 2. In-state field trips (including travel costs) 	Itemized receipts or itemized paid invoices
Professional Development	<ol style="list-style-type: none"> 1. Registration, mileage, parking, lodging, and food for in-state First Class Pre-K trainings 	Itemized receipts or itemized paid invoices
Health Services	<ol style="list-style-type: none"> 1. Vision, hearing, dental, and physical screenings 2. Health services and supplies 	Itemized receipts or itemized paid invoices
Other	<ol style="list-style-type: none"> 1. Classroom maintenance and cleaning supplies 2. Facility costs 3. Computer support for classroom 4. Utilities (\$1,000 maximum) 5. Parent programs and involvement 6. Safety equipment and supplies 7. Nutritional allowance (prior approval required) 8. Administrative supplies (\$500 maximum) 9. Advertising (\$300 maximum) 	Itemized receipts or itemized paid invoices

All furnishings and/or equipment in excess of \$300 must be inventoried and pre-approved by the Monitor or Region Director using Appendix M. Inventory lists should be kept onsite and be available for review by Monitors.

All budget changes exceeding 10% of a line item must be preapproved by the Monitor or Region Director prior to the expenditure.

Itemized receipts or itemized paid invoices must be given to the Monitor or Region Director within 90 days from the date of purchase or the purchase is ineligible to be paid from OSR funds. All OSR funds must be spent and accounted for by September 30 following each funding year.

PA 2.8 Parent Fees

All children must receive the same opportunities during the 6.5-hour program day. The amount of parent fees allowed depends on the type of First Class Pre-K funds awarded:

For Excellence Awards - programs may charge parents the normal cost of childcare that is common in the local community.

For Tiered and New Classroom Awards - fees may be charged, but must not exceed the amounts outlined in Appendix B.

If programs choose to collect parent fees, they must show, on the budget form provided, how that money is reinvested into the First Class Pre-K classroom. We **strongly encourage** programs not to use parent fees to pay teacher salaries/benefits, or any other budget line item that is a required expenditure, due to fluctuation of fees. Fees collected from families, such as tuition, may be a part of the program's additional funds, and reimbursements from the Child Management Agency may also be accounted for as tuition or local funds. Programs should provide Monitors with a list of monthly fee amounts for each family (if the program charges fees). Tuition collected must be re-invested into the program.

No child may be denied access due to the family's inability to pay requested parent fees because of economic hardship. If a child is designated as being served by Title I, migrant funds, or homeless funds, programs should refer to the guidance of their local education agency (LEA) concerning charging fees to these students. Programs that accept childcare subsidy must adhere to the guidance provided to determine the amount families may be charged for fees.

Field trips, and all accompanying costs, made during the day must be free and available to all children. Pre-K funds may be used to provide field trips or other appropriate activities for children. If extracurricular activities such as computer, dance, or art are included in the 6.5 hour day, they must be free and available to all First Class Pre-K children.

No additional fees or requirements for anything (other than meals) may be required of any child for the provision of First Class Pre-K services (e.g., registration, uniforms, field trips, curriculum fees, classroom supplies, photographs, t-shirts). Voluntary donations and/or supplies may be requested. However, no child may be denied participation if families do not give requested donations and/or supplies.

PA 2.9 Fee Structure

Documentation that explains the fee structure for non-pre-k program days, such as holiday or vacation times, for children, transportation (optional), and/or food services must be given to each family. Copies of this documentation should be kept on file.

PA 2.10 Uniforms

Centers with uniform policies may request that parents dress children in uniforms. First Class Pre-K Program Directors are urged to provide uniforms for those who cannot afford them or work with community resources to secure uniforms.

PA 3 Documentation Requirements

First Class Pre-K programs are expected to complete, submit, and file all documents required by the OSR. Copies of all First Class Pre-K documents and records, for each program year, should be retained onsite for three (3) years following the final financial report for that year. OSR documentation is confidential and must be stored in a locked, secure, and compliant manner.

The following documentation and/or information is completed online:

1. Complete Teacher Credential Verification Form and get Region Director approval prior to hiring any new Lead teacher, new Auxiliary teacher, or any long-term substitute teacher. All long-term (more than three weeks) substitute teachers must have the same credentials required for the teacher they are replacing.
2. Complete Personnel Profile Form for Director, Lead, and Auxiliary teacher and any long-term subs (working longer than three weeks in a classroom)
3. Enter teacher training hours in PowerSchool
4. Verify the classroom roster in AlaCEED is complete and accurate
5. Teaching Strategies™ GOLD® Modules, IRR certification, and documentation for all three OSR checkpoints (See Gold® Handbook for additional information)
6. Completed online Devereux Early Childhood Assessment (e-DECA) for every child in the classroom
7. Strengthening Families required modules for all 3rd year lead and auxiliary teachers
8. Ages & Stages Developmental Screener (ASQ-3) for every child in the classroom
9. Complete Student Change Report for any new students who enter the classroom from the waitlist after initial random drawing has occurred. This also needs to be completed for any student who withdraws, has change in modified attendance (if applicable) and IEP status is updated (if applicable).
10. Classroom Budgets three times per year in ECEData – initial, amended, final
11. End of the year director, teacher, parent surveys completed online via email link sent to participant

The following documentation and/or information must be kept onsite:

1. Annual Plan of Family Engagement Opportunities and monthly Calendar of Family Events/Monthly Flyer/Monthly Newsletter highlighting upcoming Family Engagement Opportunities
2. Parent/Family Engagement Sign-In Form (see Appendix I)
3. Parent/Family Engagement Log (see Appendix K)
4. Health Screening Permission and Review Form (see Appendix D)
5. Child Health Screening Record for all children (see Appendix E)
6. Proof of immunizations “blue card” or affidavit citing religious belief exemption(s)
7. Birth Certificate documentation. Program Directors are responsible for checking to ensure each child is age eligible for First Class Pre-K.
8. Teaching Strategies™ GOLD® parent conference verification form (printed directly from GOLD®)
9. Teacher training verification, including copies of certification, background checks, etc.
10. OSR Inventory and Classroom Purchase List (see Appendix M)
11. Parent/Guardian Contract (see Appendix H)
12. Program’s photo/video media release

Original forms and/or documentation to be mailed directly to the OSR:

1. Official Teacher Transcripts required for all new auxiliary teacher(s) and any non-certified lead teacher(s)
 - a. For electronic transcripts coming directly from the regionally accredited college or university via email they must be sent to officialtranscript@ece.alabama.gov.
 - b. For official transcripts mailed to the OSR they must be unopened and mailed directly from the regionally accredited college or university to the following address:

Alabama Department of Early Childhood Education
Office of School Readiness
Attn: Teacher Transcripts
P.O. Box 302755
Montgomery, AL 36130-2755

Criminal background check documentation should be mailed directly to the OSR:

All OSR programs require background checks through their licensing process or school system. All programs are required to complete and submit the ADECE Background Check Verification Form (see Appendix C).

The Background Check Verification Forms (Appendix C) must be sent to the following address within 10 days of school start date:

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

PA 3.1 Failure to Meet Documentation Requirements

Failure to submit and maintain the reports, documentation, and information listed above will result in withholding of funds. Continued failure to submit documents on time (more than once) will result in discontinuation of all OSR funding. Please see the timeline at the beginning of the Appendices for a comprehensive list of forms and due dates as well as how to submit them.

Programs that are more than 30 days late with all required documentation will receive checks reduced by \$2,000. If a site is 60 days late with all required documentation, the program will be placed on probation and funds for the current disbursements will be forfeited. If the site is 90 days late with all required documentation, the site may be defunded.

PA 4 Program Delivery

PA 4.1 Instruction Time and Number of Days

The Alabama Standards for Early Learning and Development (ASELDs) document serves as the guide for lesson planning and classroom instruction. These standards provide learning outcomes to ensure that Alabama's four-year-olds enter school ready to succeed. They incorporate special education standards for preschool children and expound upon social-emotional behavior support strategies.

The First Class Pre-K program is designed to provide a full day of developmentally appropriate instruction and support for four-year-old children. The pre-k program shall provide at least 6.5 hours of high quality, developmentally appropriate activities and instruction, five days per week. The OSR recommends 180 days per year for eligible four-year-old children. Each program is funded for 187 days to include 7 days of professional development for staff.

Both lead and auxiliary teachers must be compensated and are expected to work for at least 187 days per year; 180 days are for classroom instruction; 7 days are for professional development to improve classroom practice. All non-public school lead teachers should be paid according to the OSR salary matrix (see Appendix A). Public School systems should follow their local school system salary matrix

PA 4.2 Dates of Operation

All First Class Pre-K programs will begin no later than September 1. Classrooms in public schools will be expected to coordinate with the local school calendar adopted by the local board of education. Head Start programs and local childcare programs are encouraged to follow their local school system calendar but should offer 180 days for children and 187 days for teachers.

Days missed due to inclement weather must be made up unless a state of emergency was declared for the corresponding school system in which the site exists. Days may be added to the end of the year or taken from previously identified breaks i.e., spring break, etc. Teachers must still be paid their normal salary during a governor-declared state of emergency and or pandemic event. A revised calendar with dates must be submitted to the Monitor and provided to all participating parents/families.

The ADECE's Early Childhood Education Conference is a requirement for all lead and auxiliary teachers who teach in a First Class Pre-K classroom, and Program Directors are strongly encouraged to attend. Failure to attend will result in a fine of \$1,000 per teacher.

Program Directors will need to determine if finding substitute teachers during this time will be a hardship for their program, especially if the program has multiple classrooms. If so, the program may choose to close their First Class Pre-K classrooms during the conference. If programs make the decision to close, families must be notified in writing *at the beginning of the school year*. In addition, programs should remind parents in September and again in October prior to the conference of the dates the program will be closed.

PA 4.3 Program and Staff Hours

The 6.5 hours of children's programming shall begin no earlier than 7:30 a.m. The remaining required 1-hour of the lead teacher and auxiliary teacher's 7.5-hour funded day should be solely dedicated to First Class Pre-K program activities, such as parent conferences, meetings with Coaches and Monitors, classroom planning, etc. The daily classroom schedule will be approved by the Coach.

PA 4.4 Wraparound Services

OSR does not require or provide extended day services. Extended day services for pre-k children may be provided at the parent's expense.

Income-eligible families may receive services through the Department of Human Resources (DHR), Childcare Management Agency office, or the Department of Family and Children's Services subsidized childcare program. If OSR staff members are used to work in wraparound services, OSR funds may not be used for compensation.

PA 4.5 Enrollment

First Class Pre-K programs are expected to have full enrollment in each classroom of 18 students within 30 days of school start date. The Per Pupil Allocation (PPA) incentive will be based on enrollment as of September 30. Head Start classrooms should follow the current *Head Start Performance Standards* enrollment requirements.

Programs may use a staggered approach at the beginning of the school year. For example, half of the students come the first day, then the remaining half of the students come the second day and then all students come the third day. Using this approach will not affect the total number of days the children are required to attend school.

PA 4.6 Required Health Information, Screenings, and Referrals *Meals and Snacks*

School meals are healthy meals that are required to meet the Dietary Guidelines for Americans. Strict federal nutrition standards, also referred to as the meal pattern, require schools to offer students the right balance of foods. In 2012, school cafeterias were required to offer more fruit, vegetables and whole grains and limit sodium, calories, and unhealthy fat in every school meal.¹

First Class Pre-K providers are strongly encouraged to participate in The National School Lunch Program (NSLP) or The Child and Adult Care Food Program (CACFP).²

In addition, the USDA issued the Smart Snacks in School standards, which took effect in 2014. These standards ensure all foods and beverages sold in competition to reimbursable meals during the school day are healthy choices.³

Why are Smart Snacks important?

- More than a quarter of kids' daily calories may come from snacks.
- Kids who have healthy eating patterns are more likely to perform better academically.
- Kids consume more healthy foods and beverages during the school day. When they are Smart Snacks, the healthy choice is the easy choice.
- Smart Snacks Standards are a federal requirement for all foods sold outside the National School Lunch Program and School Breakfast Program.

The OSR strongly encourages First Class Pre-K providers to follow the Smart Snacks in School Program.

Proof of Immunization

Upon admission into a First Class Pre-K program classroom, the pre-k provider shall ensure that evidence of age-appropriate, up-to-date immunization record or signed religious beliefs exemption(s) affidavits against such immunizations are maintained onsite for each child.

Screenings

Parents or guardians will grant their permission to screen their child's vision, hearing, dental and physical health (see Appendix D). Parents or guardians will mark the screenings they are granting permission for on the form. Parents or guardians also have the option to opt-out and not allow their child to receive some or all the screenings offered. If a child has been screened by the family's physician or dentist within the last year for any of the screening items below, the parent may attach a copy of the screening(s) to Appendix D.

Parents or guardians will be asked to sign the bottom of Appendix D after all four screenings have been completed, to indicate that they have been informed of the results of the screenings. Programs are encouraged to make copies of the completed screening form prior to sending them home for a signature in case they are lost in transit. Teachers may also choose to conference with parents to review the results. Appropriate referrals should be made based on screening results. Screenings are strongly encouraged for any new children who enroll in the classroom after the initial screening deadline has occurred

Physical Screenings

Programs are required to provide physical screenings **onsite**. These may be conducted by a medical professional such as a nurse, nurse practitioner, or physician's assistant; they do not have to be completed by a physician. They must include information regarding height, weight, body mass index, and blood pressure. Programs are encouraged to use Appendix E, but other forms may be accepted as long as they contain the same information.

These screenings must be completed no later than October 31, however, programs are encouraged to complete them closer to the beginning of the school year if possible. If a teacher has concerns about a child's physical health prior to the screening, it is strongly suggested to schedule a conference to discuss concerns with the child's parent or guardian.

Hearing Screenings

All programs must offer hearing screenings by trained professionals **onsite**. Programs are encouraged to use the form in Appendix E, but other forms may be accepted as long as they contain the same information. The screenings must be completed no later than October 31.

Vision Screenings

All programs must offer vision screenings by trained professionals **onsite**. Programs are encouraged to use Appendix E, but other forms may be accepted as long as they contain the same information. The screenings must be completed by October 31.

Dental Screenings

All programs must offer dental screenings by trained professionals **onsite**. Programs may choose to partner with a provider in your area. Programs are encouraged to use Appendix E, but other forms may be accepted as long as they contain the same information. The screenings must be completed by October 31.

Developmental Screenings and Assessments

Parents will complete the Ages and Stages Questionnaire-3 (ASQ-3) for their child only if the child is selected for the classroom during the random selection process. The ASQ-3 will be completed by the parent via the online region specific ASQ link provided by the program (hard copies may be completed by parents but teachers must then enter the assessments into the ASQ online system). It is the responsibility of the program to provide computer access and assistance to families if needed.

Teachers should share ASQ results with families during the 1st semester required family conference unless a child has scored in the gray/black areas on the screener indicating a risk of possible developmental delays. In this case, teachers should schedule a conference with the parents as soon as possible to discuss the results and have parents complete and sign the Universal Referral Form. Any parental concerns noted on the ASQ Screener should be treated as a parental request for evaluation and addressed as soon as possible. Teachers should email or fax a copy of the completed form to the intake specialist with the Alabama Partnership for Children. Your Coach or Monitor can assist you with this process if needed. For additional information, call 1-833-939-0336.

First Class Pre-K has adopted the Devereux Early Childhood Assessment for Preschoolers, 2nd Edition (DECA-P2) to ensure that each child is seen through a strength-based lens when supporting them to develop their protective factors for resilience. For further information, please see section CF 4.2.

The PPVT (Peabody Picture Vocabulary Test, 5th Edition) is administered annually to randomly selected Pre-K sites/students throughout the state. Sites that are selected will have pre- and post-assessment administration conducted twice a year, once in the Fall and once in the Spring. Information obtained is not used to rank programs or determine the status of state funding for local pre-k programs. Data collected from the PPVT assessment is utilized to show growth in the area of receptive vocabulary and is a component of First Class Pre-K NIEER research.

PA 4.7 Community Collaboration

Each First Class Pre-K program should partner with their county's Children's Policy Council (CPC), early childhood education committee. Children's Policy Councils are coordinated by Liletta Jenkins at the Alabama Department of Early Childhood Education. The early childhood education committees will work to gather data about location of education programs and services available for four-year-olds in each county. Community collaboration is an important component in the continuing growth of high quality pre-k. For more information, programs may contact Liletta Jenkins at liletta.jenkins@ece.alabama.gov or 334-224-3171. The CPC website may be found at alpc.org.

PA 4.8 Transition to Kindergarten Plans

As outlined on page 10 of the Alabama Transition to Kindergarten Toolkit (ATKT) found at tinyurl.com/kindergartentoolkit, "the transition to kindergarten is an important developmental milestone for children and their families. It is an exciting and sometimes challenging experience in the life of families and a juncture around which schools and programs should collaborate to promote readiness, alignment, and school success. Early childhood providers, schools, and community agencies should work together to create seamless kindergarten transitions by sharing information with families, helping them build relationships of support throughout the transition and aligning the experiences children and families have before and after the transition." To help guide this work, the ADECE requires all funded First Class Pre-K programs, starting this 2022-2023 program year, to use the ATKT to develop their annual transition plans. The ATKT is located at Appendix W. The ATKT should be updated annually. Once plans are fully developed, programs should submit a copy of the Transition Plan to their respective Region Director.

PA 4.9 Licensing

Programs must abide by minimum standards and hold a current license from DHR. For licensing information, contact the Department of Human Resources Child Care Services at 334-242-1425 or dhr.alabama.gov.

Public school systems, military schools, colleges, and universities are not required to be licensed by DHR. However, all programs receiving OSR funding must adhere to DHR safety requirements for both the classroom and the playground.

Any First Class Pre-K program that is placed on probation by DHR is automatically suspended by the Alabama Department of Early Childhood Education. Funds are forfeited during the period of probation. The OSR also reserves the right to terminate funding.

PA 4.10 Accreditation

If a First Class Pre-K Program is an accredited site by a professional accrediting organization, please give accreditation documentation to your monitor within 30 days of the program start date. The OSR encourages all programs to obtain accreditation from professional organizations.

PA 4.11 Transportation

Transportation services are not provided by the OSR. However, individual program sites that choose to provide transportation must adhere to local transportation guidelines, laws, and DHR Minimum Standards, including restraints, harnesses, and/or car seat.

PA 4.12 Child Abuse and Neglect Reporting and Investigations

It is required by law for anyone associated with the First Class Pre-K program to report suspected abuse or neglect. See full text of Alabama's Mandatory Child Abuse and Neglect reporting law in Appendix N. **The pre-k provider must notify the OSR Director immediately anytime there is an open abuse or neglect investigation involving the First Class Pre-K classroom or any classroom at the site and when resolution is completed.**

The OSR will temporarily suspend the First Class Pre-K program that is suspended by DHR for the length of time that it takes the program to be reinstated by DHR. The OSR also reserves the right to terminate funding.

PA 5 Recruitment and Enrollment Process

PA 5.1 Equal Access

A class of children with cultural, socioeconomic, and gender diversity that is open equally to all Alabama children whose parent/family choose for them to participate is the ideal model of delivery.

The recruitment process for the First Class Pre-K program must be open and nondiscriminatory. Children cannot be denied participation on the basis of income, sex, race, color, or national origin, or disability (Title VI of the Civil Rights Act of 1964): (TITLE IX of the Educational Amendments of 1972 and Title 11 of the Vocational Education Amendments of 1976); or disability (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) in educational programs. Income may not be used as a consideration for enrollment unless a program is federally mandated to do so.

The McKinney-Vento Act, reauthorized by the Every Student Succeeds Act of 2015, applies to homeless children attending LEA-administered preschools. 1 42 USC §11432(g)(i)(F)(i); US Dept. of Education (July 2016). Education for Homeless Children and Youths Program Non-Regulatory Guidance, N-4. States must ensure that homeless children have access to public preschool programs, administered by the state or local educational agency (SEA or LEA), as provided to other children. 42 USC §11432(g)(i)(F)(i)

There must be a wide distribution of recruitment notices in English and other languages as needed. The notices should state that a **public random selection drawing** will be used to choose the children in the First Class Pre-K classroom unless otherwise mandated by Federal law. Random selection means that every child in the population has an equal chance of being selected. Criteria such as gender, race, socioeconomic status, academic ability, etc. may not be used in drawing the children. Every effort should be made to ensure a socioeconomically diverse classroom.

Random selection may be based on the percentage of funds provided by OSR funding. For example, if OSR funding represents 75% of the total cost for class operations, then 75% of that class's enrollment should be randomly selected according to OSR guidelines resulting in 14 children of the class's children being served by OSR funding. The program is required to provide at least a 25% match to the funding award, therefore 25% of the children (4) could be enrolled without being randomly selected because they are being served using matching funds rather than OSR funds. Monitors can assist in reviewing the budget to calculate this

number. **It is strongly recommended that random selection be used exclusively if possible.**

PA 5.2 Recruitment

All programs are required to utilize the online AlaCEED registration platform which was carefully selected and custom-designed to meet the needs of First Class Pre-K (see Appendix S).

Notices for recruitment must be publicly posted at least one month in advance of the random selection drawing in locations such as childcare centers, pediatrician offices, health departments, Children Policy Council meetings, newspapers, and/or social media where appropriate. Digital recruitment flyers will be provided to First Class Pre-K programs by the OSR.

Recruitment notices **must** include: (a) date, time, location and required information needed for application, (b) non-discriminatory and equal opportunity statements, and (c) the date, time, and place of the random selection drawing.

If the First Class Pre-K classroom is located in a center that currently has a program for 3-year-old children, those children may not be automatically moved up to the First Class Pre-K classroom unless the program is federally mandated. Those children must submit the online pre-registration form and be placed in the public random selection drawing like all other children from the community who submit applications. However, you may use the process described in section PA 5.1.

Newly selected program sites will be notified of their timeline during the grant award process.

Mandated Timeline of Recruitment Events for Existing Classrooms

January 15 until March Random Selection Drawing: Programs should advertise by placing recruitment notices around the community (the OSR will send an electronic flier to all directors). Programs will conduct pre-registration via the online AlaCEED platform after recruiting at least one calendar month prior to the random selection drawing.

February 1-28: Programs will conduct pre-registration via an electronic link. Parents should also provide a copy of their most recent utility bill (or other verification) as proof of Alabama residency (or district residency if required by the local school board). Military Orders per Act 2022-90 are also acceptable for proof of residency. The program is responsible for providing computer access and assistance to families if needed.

March 1-31: Programs will hold a public random selection drawing. After children are drawn to fill all available positions during the random selection process, the remaining pre-registered children will continue to be drawn and numbered in the order they are drawn. This will be the order of the waiting list when new students are added to the classroom.

April 2-15: Program directors mark each child's status in AlaCEED as "pending" (selected for an available position in drawing) or "waitlisted" (not selected for an available position in drawing).

April 16-18: The Department triggers emails notifying families of *pending* or *waitlisted status*. *Pending status* families are asked to accept or decline the available position by contacting the director of the First Class Pre- K Program; parents have 7 days to make a decision.

April 19: Directors may begin changing *pending status* in AlaCEED to *completed* if the position is accepted

or *dropped* if the position is declined. Directors will then assign completed status students to specific classes in AlaCEED.

May 15: Students should be marked completed, dropped, or waitlisted. No student should be left *enrolled* after this date.

After children are drawn during the random selection process, the remaining students will continue to be drawn and numbered in the order they are drawn. This will be the order of the waiting list when new students are added to the classroom.

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

PA 5.3 Maintaining Enrollment and Waiting Lists

Recruitment and advertising for the classroom should continue throughout the year in order to maintain enrollment and a comprehensive waiting list. The list of students who are pre-registered in AlaCEED and who were not selected for an available position in the program, along with new students who register via AlaCEED during the year, will be on the waiting list. This list must be maintained for all children who are not attending the program but wish to. If a child withdraws from the classroom at any time during the year, the next child on the waiting list should be added to the classroom within 3 school days. For more information, refer to the AlaCEED Guide (Appendix S).

PA 5.4 Including Children with Special Needs

The OSR supports diversity in First Class Pre-K classrooms. It is strongly recommended that OSR classrooms carefully consider and plan for children with disabilities to ensure that resources are in place in the First Class Pre-K classroom. Programs are encouraged to consult with their local education agency (LEA) special education staff for resources available through the federal Office of Special Education Programs (OSEP). For more information, visit alsde.edu.

PA 5.5 Home Visiting Programs

The First Teacher Home Visiting program provides grant funds to local programs around the state to deliver parent education and support through home visits with families. Programs use evidence-based home visiting models to educate and assist families in finding appropriate social services to help them meet any unmet needs they may have. Models that programs use also help families achieve goals including, but not limited to, preparing their children for school, searching for employment, accessing healthcare and social services, and improving the overall lives of young children. Models vary, but some programs may choose to enroll women prenatally and continue to stay involved with the family until the child enters kindergarten. Other programs work specifically on school readiness with preschool-aged children. There

are First Teacher Home Visiting programs available to provide services in all 67 counties across the state. For more information on home visiting programs, visit children.alabama.gov.

The Alabama First Class Pre-K Classroom

CR 1 The Classroom Learning Environment

First Class Pre-K program providers are expected to provide a learning environment which is at minimum clean, safe, and conducive to high quality learning. OSR staff will conduct an assessment of the environment

and make recommendations for improvement as needed. Pre-K providers shall maintain appropriate equipment, materials and supplies for each pre-k classroom (see Appendix P). Classroom furnishings, supplies, and materials are required to be in place at the beginning of the school year. Worn-out furnishings and equipment should be replaced and updated. The OSR will require the replacement of used and/or broken equipment, supplies, and furnishings. Consumables should be replenished as needed. Said items should be budgeted for annually. Consult with First Class Pre-K Monitor and Region Director prior to purchasing. Refer to Appendix P for required items.

CR 1.1 Purchase of Equipment, Materials, and Supplies

Each classroom is expected to provide a high quality learning environment with developmentally appropriate furnishings, equipment, supplies, manipulatives, and activities. A list of required equipment, materials, and supplies can be found in Appendix P. First Class funds may be used for purchase of equipment, materials, and supplies for the classroom. Single item purchases over \$300 must be pre-approved by the Monitor and/or Region Director and a copy of receipts for all purchases should be provided to the Monitor using the Classroom Inventory and Purchase List (see Appendix M). The Monitor will check receipts for all purchases made with OSR funds on a monthly basis. Any receipt dated outside of the 90 day purchase window will not be accepted, and those items may not be paid using OSR funding.

CR 1.2 Ownership of Equipment

If a classroom purchases equipment using First Class Pre-K funds from the OSR and declines funding, or is defunded, all materials, furniture, supplies, as well as classroom and playground equipment shall be returned to the ADECE. The program will incur the cost of removal of said items. Alternatively, the program can keep said items and refund cost of said items to the ADECE.

CR 2 Classroom Delivery

CR 2.1 Space

Each classroom shall have licensed space for 18 children, which includes a minimum of 35 square feet per child (630 square feet total) and 60 square feet per child (1,080 square feet total) on the playground. If a classroom is to be relocated for any reason, you must contact the Region Director for approval prior to the move.

CR 2.2 Teacher: Student Ratio and Classroom Makeup

Enrollment of 18 children in all First Class Pre-K classrooms is expected within 30 days of school start date. This provides a 9 to 1 child: teacher ratio. Head Start classrooms may have no more than 20 children in their classroom which will ensure a 10:1 ratio; however, they may request permission from Head Start to remain at 18.

Two adults – lead teacher, auxiliary teacher, and/or substitute – must be present at all times, with the exception of nap time. If either teacher is absent, the First Class Pre-K program must provide a substitute. First Class Pre-K funds may be used for substitute teachers. The Lead or Auxiliary teacher may not be taken out of the First Class Pre-K classroom to fulfill any other role or duty in the program. Programs will be fined \$500 for each instance. Recurring violations will result in a program being defunded.

CR 2.3 Children with an Individualized Education Plan (IEP)

Children with diagnosed disabilities and significant special needs should receive services and staffing in accordance with their IEP (see *Section CF 1.4*). First Class Pre-K teachers should have a copy or access to all IEPs for the children in their classroom. First Class Pre-K teachers should attend all IEP meetings and work directly with the LEA to ensure progress is being made towards meeting IEP goals for any child with a current IEP in place. For contact information to local special education coordinators contact the Alabama State Department of Education at 334-242-9700 or alsde.edu.

CR 2.4 Administration of Medication

First Class Pre-K program providers must adhere to state licensing standards and federal and/or state law when administering medication to children (e.g., the Baby Douglas Law).

CR 2.5 Outdoor Learning Environment (Play Area)

An age-appropriate, fenced-in, playground with shade should be made available each day. Other opportunities for outside activities are encouraged (ex. tricycle trail, green space, gardens, art, music, etc.) Playgrounds should have a minimum of 60 square feet per child. Please see Gross Motor Section of the *Classroom Guidelines* for additional information.

CR 2.6 Other Program Components

The First Class Pre-K day may not be religious in nature, however a moment of silence is acceptable. Activities religious in nature must take place outside of the 6.5-hour First Class Pre-K school day.

Field trips are an important part of the educational experience. The OSR requires at least one off-site field trip. OSR funds may be used to pay for in-state field trips only. Programs should develop their own policies regarding field trips. Field trips and all accompanying costs must be free and available to all children in the First Class Pre-K Classroom.

CR 3 Instructional Services and Curriculum

CR 3.1 Curriculum

The Alabama First Class Pre-K framework is an effective model based on the latest research on how to support young children as they develop and learn. Curriculum content is comprehensively presented and reinforced with intentional teaching strategies for pre-k teachers. Implementation of the curriculum is

embedded into the *Alabama Reflective Coaching Model* that includes effective teaching practices, curriculum content based on early learning standards, and professional development.

Evaluations of statewide early childhood pre-k systems indicate that the most effective programs link early

learning standards with curriculum and assessment. The OSR has developed early learning standards for guiding First Class instructional practices. Alabama’s Standards for Early Learning and Development (ASELD),

curriculum, and assessment go hand-in-hand to promote children’s development and learning. The ASELDs are the framework from which curriculum and assessments can be designed and used. The ASELDs include all domains of children’s learning, and within the domains, describe the content and expected outcomes for children. Examples of children’s actions illustrate the process and sequence of learning and professional practices guide ways in which adults interact with children to support their learning.

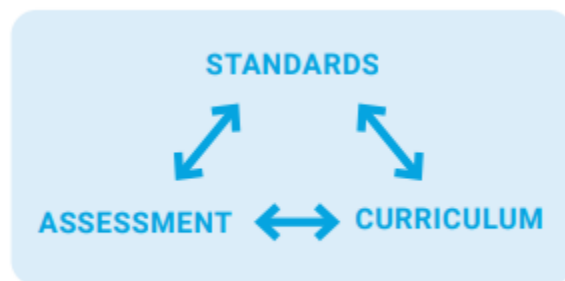
Teachers use the ASELDs to define the specific learning experiences and content that will be taught to children or the curriculum. Curriculum is built from feedback from the children themselves, family interests, and professionals’ knowledge of child development. Each teacher adapts the environment, activities, and interactions to guide children’s growth and learning.

Teaching Strategies™ GOLD® is the state assessment tool that will guide the appropriate alignment of the standards with teacher’s instruction. Assessment informs professionals’ practices. When professionals observe children’s behaviors, their responses to activities and experiences, and their skill mastery, they are able to design or adapt learning goals to encourage new understandings and development. Professionals use observation, the collection of artifacts or children’s work samples, and family input to establish goals and determine children’s progress towards meeting those goals. The ASELDs are aligned with Alabama’s assessment tools to inform those developmental indicators that can be assessed to indicate children’s outcomes.

The ADECE does review curricula to provide guidance on which early learning childhood curricula are most aligned to the Alabama First Class Pre-K Framework and the ASELDs. It is important to note that First Class Pre-K teachers and administrators work closely with coaches and/or program monitors to choose a curriculum that will help a teacher be successful. All curricula must promote appropriate instructional practice and be used as a supplement to the Alabama First Class Pre-K Framework.

CR 3.2 Planning Teaching and Learning

Professionals facilitate children’s development and learning when they are thoughtful and purposeful in their work. They deliberately design the environment, plan the schedule and routines, offer materials and activities, and use play as the means by which children accomplish the goals that have been identified. Teachers facilitate children’s learning by observing, assessing, and intentionally developing experiences that build on children’s current knowledge or developmental level. Intentional teachers interact directly with children; they ask questions to encourage children’s thinking and problem solving, and adapt experiences to meet individual children’s learning styles, interests, and needs. The ASELDs guide teachers’ understanding of what children can know, learn, and do. They help them intentionally create learning experiences that facilitate children’s learning, decide the way in which those experiences will be provided, and the way in which they will be shared with other professionals and families.



The Alabama Pre-K Child and Family

CF 1 The Pre-Kindergarten Child

The First Class Pre-K program does not discriminate against any child or family based on race or color, national origin, religion, class, gender, disability, or income. The First Class Pre-K program encourages diversity in each of its classrooms. Any OSR funding recipient found to discriminate will be immediately defunded from the First Class Pre-K program.

The intent of the First Class Pre-K program is to provide state-funded, high quality, voluntary pre-k for Alabama's four-year-olds.

CF 1.1 Age Requirement

Children must be four years of age on or before September 1*, based on acceptable documentation such as birth certificates, passports, official medical documents, or official documents from other countries. Children who are 5 years of age and are eligible for kindergarten may not enroll in Alabama First Class Pre-K.

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

CF 1.2 Residency Requirement

The child must be an Alabama resident and maintain residency while enrolled. For purposes of this program, an Alabama resident is defined as a child who resides in the state of Alabama with proof of residence required (e.g. current utility bill). School systems may restrict residency to their school districts, but a written policy adopted by the local Board of Education must be in place prior to the school year start date to restrict enrollment to that school district only.

CF 1.3 Required Health Information

Upon admission into a First Class Pre-K program classroom, the pre-k provider shall ensure that evidence of age-appropriate, up-to-date immunization record or signed religious beliefs affidavits against such immunizations are maintained onsite for each child.

CF 1.4 Children with Special Needs

States and local school districts are required by federal law to educate preschool-age children with special needs in typical early childhood programs alongside their typically developing peers to the maximum extent appropriate. The Individuals with Disabilities Education Act (IDEA) requires programs to include children with disabilities in pre-k classrooms side-by-side with their typically developing peers (see Appendix O). See the departments website for the referral process, at children.alabama.gov.

CF 2 Parent/Family Engagement Expectations

Alabama First Class Pre-K programs shall provide meaningful opportunities for families to be involved in their child's education. A comprehensive plan for family engagement to implement strategies designed to develop partnerships with families and build reciprocal relationships that promote shared decision-making should be developed by all programs. An annual plan specifying the ways parents may earn hours and the number of hours earned specified is due October 1 and will be reviewed by the First Class Pre-K Monitor.

A monthly calendar/flyer/newsletter outlining upcoming family engagement opportunities should be shared at the beginning of each month with First Class Pre-K families and the First Class Pre-K Monitor.

Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings, and completing take-home activities. Teachers must specify the amount of time a parent will earn when working with their child on a project at home. When the project is returned to school, the teacher will document the amount of time the parent has earned and record it on the Parent/Family Engagement Log (see Appendix K). Parent/Family Engagement hours should be offered in 1-hour increments and sign-in must be recorded on Appendix I, the Parent/Family Engagement Sign-in Sheet. Children may not be dismissed from a First Class Pre-K classroom due to lack of parent/family participation.

CF 2.1 Parental Programming

The following are examples of meaningful opportunities for families to be engaged in their child's education:

1. Home visits, including home visitation models such as HIPPPY, Parents as Teachers
2. Formal and informal parent/teacher conferences
3. Classroom visits and options for parents and families to participate in classroom activities
4. Parent education and parent engagement activities
5. Family involvement in decision making about their own child and about their child's early childhood program
6. Opportunities to engage families outside of the regular service day

CF 2.2 Parent/Family Orientation

All First Class Pre-K programs are required to have an onsite family orientation meeting within the first 20 working days prior to the start of the school year. A list of topics to discuss at this meeting is found in Appendix J. Parent attendance at orientation is expected and must be documented on the Parent/Family Engagement Sign-In Sheet (see Appendix I). Programs should have families complete the Parent/Guardian Contract (Appendix H) and ASQ-3 screener for their child at orientation.

It is the responsibility of the program to provide computer access and assistance to families when needed for information to be completed online (i.e., AlaCEED Registration and ASQ-3 Screeners).

CF 2.3 Parent-Teacher Conferences

At least 2 individual conferences per year between the lead teacher and parent/guardian are required. The first conference should be held after the October GOLD® checkpoint but prior to December 15. The second conference should be held after the final GOLD® checkpoint and prior to May 31. Both conferences should

be documented using the Teaching Strategies™ GOLD® Family Conference Form. In some circumstances, it may be necessary to use the GOLD® Development and Learning Report for parent conferences if finalization is not possible before holding parent conferences. Monitors will verify signed parent conference forms onsite.

CF 3 Student Attendance

CF 3.1 Procedures for Student Attendance

Regular attendance ensures pre-k children benefit from participating in a quality early education. Regular attendance is a school readiness skill, in addition to a good measure of parent engagement. Pre-k providers are required to formulate written procedures for addressing issues regarding attendance and tardiness.

These procedures should be shared with families during orientation. They will also be reviewed onsite by the Monitor. Daily attendance records should be maintained onsite and include the dates when a child is

absent and the dates/times when a child arrives late or leaves early. The attendance procedures should specify actions to be taken by the pre-k provider if attendance issues become problematic. Teachers are encouraged to contact parents daily regarding attendance concerns. Attendance issues are best handled before they reach chronic levels. Program Directors should consult with their Monitor if they have questions concerning child attendance. For additional information concerning attendance, visit attendanceworks.org. *The goal of the attendance policy is to assist families in establishing and maintaining regular school attendance patterns.*

CF 3.2 Chronic Attendance Issues

Chronic tardiness is defined as late arrival or early departure more than 2 days per week. A definition of tardiness should be developed by the provider.

Chronic absenteeism is defined as missing more than 4 days per month without medical or other reasonable explanation. Chronic tardiness or absenteeism may also be defined by an established regular attendance pattern(s), e.g., if a child is late every Monday or absent every Tuesday or leaves early every Friday.

Providers are required to document efforts to assist parents/guardians of children who do not attend on a regular basis, are routinely late, or routinely leave the program early in improving attendance. A meeting with the parent/guardian should occur to determine the reason(s) for the problem and identify ways to resolve the problem.

This documentation should be shared with the First Class Pre-K Monitor. The following information should be documented:

1. Number of school days so far in the year
2. Number of days the child has been absent and/or
3. Number of days the child has been tardy
4. Information regarding parent conferences to discuss tardiness and/or absenteeism and ways that were discussed to increase attendance and/or decrease tardiness

Consecutive Absenteeism is defined as not attending class for 10 consecutive days without a medical or other reasonable explanation. OSR approval to dismiss after 10 consecutive days of non-attendance should be requested in writing and sent to the First Class Pre-K Region Director. The following information should be included in the request:

1. Dates the child was absent from the program
2. Date teacher/director contacted parents with concerns
3. Date of documented parent meeting to discuss the absenteeism (if meeting was held)
4. Last date the child attended the program (this will be the dismissal date)

The program may only drop the child from the class roll if pre-approval is granted and received in writing from the OSR Region Director.

If the program director has been repeatedly unable to contact a family after the child has missed 10 consecutive days and the parent has not formally withdrawn the child, the program director should notify the Region Director and automatically withdraw the child in AlaCEED as of the child's last day of attendance, and a new child should be added from the waitlist within three school days.

CF 3.3 Attendance Expectations for Children Receiving Special Education Services

Occasionally, it will be necessary for children to receive special services outside of the pre-k classroom. They may be provided in other sites in the community such as Head Start centers and elementary schools. It is acceptable for children to be absent from the pre-k program to receive these services as long as they are in attendance for at least 75% of the school week. The pre-k teacher should have documentation from the parent or local school system stating where the services will be provided (location), the frequency of the services (number of days per week), and the duration of the services (30 minutes, an hour, etc.). The teacher should also document the actual amount of time the student will be absent to ensure that the child will be in attendance for 75% of the school week. This information, along with a copy of the child's current IEP, should be kept on file in the pre-k classroom.

CF 4 Discipline

CF 4.1 Positive, Social-Emotional Approaches to Student Discipline

No employee shall use any form of corporal punishment as a method of discipline in the First Class Pre-K program. This includes, but is not limited to: paddling, striking, pulling, pushing, swatting, placing hands

on, or hitting. No use of time-out will be allowed. Appropriate practices include redirection, encouragement, problem-solving, effective planning, calming strategies, and smooth, engaging transitions.

When behaviors arise that may be challenging to the child, teacher, and other children in the setting, classrooms need supports that create a community and awareness to support the child with the behavior so the missing skills can be modeled and taught. An awareness of the effects of trauma and toxic stress on the developing brain is also emphasized to help teachers understand that all behavior including challenging behavior is a form of communication. Children are not able to verbalize anxiety stress, anger, or frustration, but do convey these feelings through behaviors. Reflecting with teachers as to the “why” of the behaviors brings solutions with permanent impact whereas a focus on controlling behaviors only brings short-term

strategies with no real impact. This switch from “what’s wrong with you?” to “what’s happened to you?” is the basis for truly changing the trajectory that many young children find themselves on due to living in toxic stress of the effects of intergenerational trauma. Every child does not have trauma; however, every child benefits from trauma-informed practice.

This lens provides teachers an individualized lens of each child to meet them where they are and build the skills the child will need to be successful. Teachers may struggle with this lens, may have limited access to this information, and may struggle with how to apply it to the age group they serve. When challenging behaviors arise, the impact is far-reaching and impacts not only the teacher and child but also the large classroom community and their families as well. Teachers may feel their position pushes them to teach “academics”, however in early childhood education a strong foundation in social-emotional and opportunities to strengthen their executive functioning skills is the foundation that all learning will be based upon. By broadening the scope of what a teacher feels is their responsibility, a child truly does receive an education that is developmentally appropriate and truly a strong start that meets not only the academic child but the social-emotional child.

To ensure that the whole child is being addressed in the classroom, the Devereaux Early Childhood Assessment for Preschool, 2nd Edition (DECA-P2) is used as a social-emotional assessment to determine

the child’s needs when behaviors arise. The purpose of the assessment is to create strategies for the child so they will be successful in the classroom and build the social-emotional skills needed for success. Recent research indicates that a child’s development in the social-emotional skills in early childhood is a strong indicator of a child’s future success into adulthood. When challenging behaviors arise, teachers may feel overwhelmed or unsure as to how to help the child. By using the assessment and the Devereaux system, not only are steps being taken to build a strong foundation of the child, but also to relieve stress on teachers.

CF 4.2 Universal DECA-P2 Implementation

The Devereux Early Childhood Assessment for Preschoolers, 2nd Edition (DECA-P2) is a social-emotional assessment with a behavioral screener built in. The DECA assessment process helps users identify individual children’s social and emotional strengths and needs, and the data collected can be used to create individualized plans to develop Within-Child Protective Factors through intentional skill development. Aligned DECA strategies can be used to develop skills at the universal level, to individualize and improve social-emotional quality for all children, and at the targeted level for children with specific social and emotional needs.

Teachers will work together to complete an assessment on each child in their classroom **after** four weeks of contact/observation. The initial class roster will be imported into the e-DECA system at the beginning

of the year; however, children enrolled after the start of school will need to be entered by the teacher. The Coach will supply each classroom with step by step instructions to enter data into the system. Each child will have a pre-and post- assessment. The pre-test is done four weeks after contact with the child and the post-test will be completed between April 15 and May 15.

For children who are no longer enrolled in the program, no steps will need to be taken as there will be no post-test completed. Children will not need to be made inactive in the system. Teachers will receive through their coach their usernames and passwords during the first 4 weeks of school.

After all DECA-P2's are entered into the e-DECA system, the Coach will support the teacher with the following tools:

- DARS (Devereux Adults Resilience Survey): This is an optional tool to support teacher self-care and building adult resilience. The coach will ensure the teacher can access and is aware of this tool. This should be completed during the first 4 weeks of school to support the teacher's self-care plan.
- DECA-P2 Reflective Checklist: This tool shows the universal strategies that should be implemented to support 75% of children in their development of the protective factors (initiative, attachment, and self-regulation). This is a reflective tool for the Coach to walk the teacher through to complete based on the needs of their children.
- DECA-P2 classroom profile: This tool shows the teacher where children in their classroom have strengths and areas in which they need support by using the DECA-P2 Reflective Checklist. Strategies can be implemented universally to address these needs.
- Individual Child Reports (home and family strategies): The strategy selector will support all children but especially those that may need more individualized strategies. The strategy selector aligns meaningful home and school strategies that are beneficial to children and aligned with home and school expectations. This report may be used with family conferences, as well.

CF 4.3 Individualized Student Interventions

We recognize that there are a broad range of abilities considered developmentally appropriate for 4-year-old children. Once children have an appropriate amount of time to acclimate to the classroom environment, typical differences in behavior and skills will be apparent. If a teacher notices a child has significant behavioral, developmental or health issues, individualized interventions may be necessary. Information from the parent- completed ASQ-3 combined with information from the Teaching Strategies™ GOLD® assessment may be used to substantiate the need for a parent conference to discuss a referral to the local school system's LEA for preschool special education services and supports. Programs and teachers should have a plan in place for scenarios involving serious social-emotional and behavioral concerns.

Example: A child is throwing a tantrum and throwing things. This incident could harm other students in the classroom, so one teacher should remove the rest of the children from the classroom immediately while the other teacher remains with the child throwing the tantrum to work through the issue. After the issue has been resolved, the teacher would assist the child in cleaning up the classroom, talking about the issue, and thus developing and building a relationship with the child.

Note: unless the child is in danger of harming himself or others, it is important to remove the other children instead of the individual child because removing the child from the situation may escalate it. The child may not be able to self-regulate if removed from the environment; thus, it can be beneficial to remove the other children while the individual child receives support from the second teacher to work through the issue.

The Coach should be notified immediately, the child's parents must be notified the same day as the incident, and a follow-up conference with the parents must be scheduled. During this conference, the teachers need to share effective, positive behavior strategies with the child's parents to ensure continuity between the classroom and the child's home. The teacher needs to communicate with the parent/family using insight-oriented communication to reflect positive behaviors as well as challenging behaviors. This course of action is for serious social-emotional and behavioral concerns.

Teachers should make every effort to connect with the parent/family and the child during the conference in positive ways to support a positive connection with the parent/family. This connection is integral in

approaching a child's behavior from a stance of empathy and understanding to help a child regulate their emotions, think clearly, and manage complex social environments, such as the classroom.

CF 4.4 Modified Student Attendance

In some instances, it may be necessary to have a student attend a modified school day to be successful. Examples may include a child who is extremely disruptive or difficult to manage during certain parts of the day. A child may have a hard time transitioning to school in the morning, so it may be suggested that he temporarily come in 30 minutes after school starts in order to miss the chaos with all children arriving at the same time. If naptime occurs at the end of the day and a child is very disruptive during that time, he may temporarily be allowed to end his day prior to naptime.

Any form of modified attendance (i.e., less than 6.5 hours of instructional time a day) requires prior approval from the Region Director.

Modified attendance should be used in conjunction with child-specific interventions and documented responses to the intervention. A referral for special education testing should also be discussed with the parent and documented. Programs must contact their Coach and Region Director to discuss requests for modified attendance and the submission of the necessary documentation (see Appendix G).

CF 4.5 Supporting Children's Social and Emotional Development

Preschool expulsions and suspensions have long-term implications. The U.S. Department of Education and the Department of Health and Human Services warns that "young students who are expelled or suspended are as much as ten times more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not" (ED/HHS, 2014, p.3).

First Class Pre-K supports interventions for promoting social, emotional, and behavioral development of young children.

Primary Interventions include:

- Positive adult/child interactions
- Teacher sensitivity
- Teacher responsiveness
- High quality supportive environments
- First Class Pre-K Program Guidelines
- First Class Pre-K Program Appendices
- First Class Pre-K Classroom Guidelines
- Ages and Stages parent completed questionnaire (ASQ-3)
- Coaching support (including trauma-informed practices such as Conscious Discipline)
- Family/Teacher Conference

Secondary Interventions may include:

- Targeted social/emotional supports (including Devereux Early Childhood Assessment e-DECA)
- Referral to Help Me Grow
- Infant/Early Childhood Mental Health Referral (IECMH)
- Family/Teacher Conference
- Home Visiting

Occasionally a child may exhibit serious social-emotional behavioral concerns. In severe instances when a child is in danger of harming himself or others, he should be moved to a safe area to prevent escalation of the behavior. Once the child has regained control and the situation has been diffused, he may return to the classroom. Parents should be immediately notified of the incident and a conference should be scheduled. If behavioral concerns persist alternative services and resources to assist the child and family should be pursued.

The Region Director can provide information concerning community resources and support.

The Alabama Pre-K Teaching Team

TS 1 Lead Teacher

TS 1.1 Days of Service

All lead teachers are funded for 187 days of service – 180 days of classroom instructional services provided to children and seven days of pre/post planning and/or staff training. The teacher is expected to work and be compensated based on 7.5 hours of work per day, including 6.5 hours of instruction and one hour of joint planning with the auxiliary teacher.

In cases where the governor declares a state of emergency in your county, OSR teachers must be paid for days out of school and can use OSR funds. Additionally, any missed school days due to this circumstance do not have to be made up.

If a First Class Pre-K program provider requires teachers to work more than 187 days, the provider cannot use First Class program funds for this expense. If a First Class Pre-K program teacher is required to work more than eight hours per day, the teacher must be paid using non-OSR funds.

TS 1.2 Age Requirements

All lead teachers must be at least 21 years of age or older.

TS 1.3 Education Requirements

All lead teachers must possess one of the following degrees:

1. Human Environmental Science degree with a concentration in Early Childhood Development or Child Development.
2. Early Childhood Education degree (B.S., B.A., or M.A./M.S.) or completion of a bachelor's degree program leading to P-3 certification in Early Childhood Education with a minimum of 18 credit hours in early childhood/ child development coursework.
3. Special Education degree in Early Childhood with a minimum of 18 credit hours in early childhood/child development coursework, or a bachelor's degree program leading to certification in Early Childhood Special Education with a minimum of 18 credit hours in early childhood/child development coursework.

Note: Teacher certification is only required for teachers employed in public schools.

Official transcripts on all new lead teachers must be submitted to the OSR no later than 30 days from hire date. Transcripts must be official and mailed, sealed and unopened, or electronically received by the OSR from the actual institution. All degrees must be earned from an institution that has received regional accreditation.

TS 1.4 Lead Teacher Salary

Lead teacher salaries must be paid according to their salary matrix (see Appendix A). This is the base salary and does not include benefits.

Note: Programs are responsible for paying teacher salaries out of local funds until OSR funds are distributed to the program.

TS 2 Auxiliary Teacher

TS 2.1 Days of Service

All auxiliary teachers are funded for 187 days of service: 180 days of classroom instructional services provided to children and seven days of pre/post planning and/or staff training. All auxiliary teachers are expected to work and be compensated for a 7.5 hour workday to include 6.5 hours of instruction and one hour of planning in coordination with the lead teacher. The OSR requires programs to pay the CDA salary for Auxiliary Teachers (see Appendix A).

TS 2.2 Employment Requirement

An auxiliary teacher must meet all of the following minimum requirements:

- Must possess a high school diploma or GED.
- Must possess a Child Development Associate credential (CDA) or at least nine credit hours of college coursework in Early Childhood Education or Child Development from a regionally accredited institution.

Official transcripts of college coursework or a copy of the Child Development Associate (CDA) credential for all new auxiliary teachers must be submitted to the OSR no later than 30 days from hire date. Transcripts must be officially mailed directly to the OSR, sealed and unopened, or sent electronically to the OSR from the actual regionally accredited institution. All college coursework must be from an institution that has received regional accreditation.

TS 2.2 Auxiliary Salary

A minimum salary for auxiliary teachers is indicated in Appendix A. The aforementioned is the base salary and does not include benefits. Programs are responsible for paying teacher salaries out of local funds until First Class funds are distributed to the program.

TS 3 General Personnel Requirements

TS 3.1 Criminal Background Checks

All First Class Pre-K program personnel must have a satisfactory criminal background check, Child Abuse and Neglect (CAN) background check and fingerprinting, with documentation on file with their employer. Criminal background checks are required of all First Class Pre-K program personnel including substitute teachers and any other person having regular contact with the classroom children.

Volunteer parents may not be left in the classroom unsupervised by classroom personnel. If an OSR grantee personnel is arrested or convicted of criminal behavior during employment in the First Class Pre-K classroom, the program must promptly inform the OSR.

All classrooms must have a notarized Background Check Verification Form submitted by mail to the Montgomery Office within 10 days of the first day of school (see Appendix C).

TS 3.2 Employees

All First Class Pre-K program personnel are not employees of the OSR. First Class Pre-K personnel may not occupy more than one position during the 7.5 hour teacher workday (e.g., director and teacher; director and auxiliary teacher).

TS 3.3 Substitutes

The First Class Pre-K provider shall ensure that a substitute lead teacher and/or substitute auxiliary teacher is present and working when the regular teacher(s) is/are absent, whether due to illness, required training, personal leave, etc. Long-term substitutes, which are defined as teaching longer than 3 weeks, should meet the credentials of the teacher they are replacing. If a long-term substitute is required, the Region Director should be notified prior to the sub placement. Each site is responsible for compensating all substitutes, and OSR funds may be used for this purpose. Criminal background checks are required for all substitute teachers.

Any classroom that does not have the appropriate substitute(s) in place when either teacher is absent is subject to be fined \$500/day per each incident and may be in jeopardy of losing funding.

TS 4 Professional Development Requirements

TS 4.1 Importance of Professional Development

To maintain quality teaching standards, annual professional development is required for all staff directly associated with the First Class Pre-K program. OSR staff will work with a variety of providers to develop and deliver professional development for high quality pre-k.

TS 4.2 Attendance at Professional Development

Lead teachers must attend a minimum of 15 hours of OSR-sponsored training each year plus 15 additional hours of training offered by local or regional programs, for a total of 30 training hours. Auxiliary teachers must attend a minimum of 10 hours of OSR-sponsored training each year plus 10 additional hours training offered by local or regional programs for a total of 20 hours. Twelve of the required training hours must come from participation in the Alabama Early Childhood Education Conference. Administrators are strongly encouraged to participate in First Class Pre-K professional development opportunities.

Professional development is an important component of quality, so the OSR expects all sites to make training opportunities accessible to staff by paying for regular training costs, travel, and substitutes from OSR funds. Teachers who are certified and employed by school systems are required to participate.

Online professional development opportunities approved by the OSR may also serve as professional development hours. Coaches are the best resources for learning about professional development opportunities and expectations.

Teachers are required to document all local and OSR training attendance using PowerSchool. Teachers should also keep copies of training certificates onsite for verification of attendance.

Failure to complete required OSR trainings and/or no shows at OSR-sponsored training will result in a fine of up to \$1,000 per teacher. The fine will be deducted from an OSR funding disbursement. Required trainings include but are not limited to, Grantee Training, New Teacher Development, TSGold Platform Training, TSGold Interrater Reliability Certification, and the Early Childhood Education Conference.

TS 4.3 Training Reimbursements to Staff

The program provider shall ensure that OSR funds are used to pay for substitute teachers and costs associated with staff travel (e.g., meals, lodging, mileage at the current state mileage rate) to all required state training sessions. In addition, the providers shall pay staff salaries and expenses for all required OSR trainings (up to 7 days), within 30 days of training and/or upon receipt of invoices from teachers.

IT Instructional Support Team

IT 1.1 Region Support Team

The Office of School Readiness will work closely with program sites to ensure the highest possible quality pre- k programs. Region Directors, Coaches, and Monitors will work closely with directors, lead teachers, and auxiliary teachers throughout the year and will be available for consultation regarding questions about the program; enrollment; approval of equipment, materials, and/or supplies requests; training needs; and other assistance.

All First Class Pre-K classrooms will be assigned a Coach and a Monitor. Coaches will support classroom teachers by providing assistance with adhering to the Classroom Guidelines. They will also connect teachers and administrators among First Class programs. Monitors will assist Program Directors in adhering to the Program Guidelines and funding compliance.

IT 1.2 Region Monitors

Monitors will work closely with Program Directors. They will monitor and evaluate program progress during planned and random onsite visits throughout the year. They will provide guidance, support, and resources to ensure program quality.

IT 1.3 Region Coaches

Coaches will provide feedback, coaching, and assessments through regular site visits. Evaluation data is important for the overall First Class Pre-K program and serves the purposes of continuous program improvement as well as measurement of progress toward goals. Coaches will work closely with classroom teachers to identify and track progress toward goals.

DA Disciplinary Action for Noncompliance with Office of School Readiness Regulations

Disciplinary action will be imposed on pre-k sites that **DO NOT** meet First Class Pre-K Program and/or Classroom Guidelines and stipulations by prescribed dates given by OSR staff, including Region Directors, Coaches, Monitors, and/or the OSR Director or Secretary of Early Childhood Education. Warnings, fines, and/or proration may occur for sites with noncompliance issues. Recommendations and stipulations will be documented and shared with each site by First Class Pre-K Monitors during each site visit. Failure to

comply with stipulations as mandated by the First Class Pre-K Program Guidelines, First Class Pre-K

Classroom Guidelines, and given by the Region Director may result in suspension or termination as described herein.

DA 1.1 Suspension

Suspension Recommendation

The Region Director will notify the Program Director, in writing, of his/her recommendation to suspend funding.

The suspension notice shall include:

1. The reason(s) for the proposed suspension
2. The effective date of the proposed suspension
3. Information which states that the program has the opportunity to submit written material in opposition to the recommended suspension and/or request a hearing.

If a hearing is not requested, the hearing committee will meet within 15 days after the deadline for the program to submit written materials or request a hearing. The decision of the hearing committee regarding suspension of a site will be made within five business days after the conclusion of the informal hearing.

The written decision of the hearing committee will be promptly transmitted via certified mail and electronic mail to the assigned monitor and program director.

Grounds for Immediate Suspension

First Class Pre-K programs that are suspended or placed on probation by DHR are automatically suspended by the Alabama Department of Early Childhood Education, Office of School Readiness. Program Directors are required to report such suspension to their Region Director in writing within 24 hours of notification by DHR. Funds are forfeited during the period of the suspension or probation. Funding is not automatically reinstated if the program's license is reinstated by DHR. The OSR reserves its right to review the program upon reinstatement of the DHR license to determine whether to reinstate funding, continue the OSR suspension for a period of time, or terminate funding.

No funds will be disbursed to a program during suspension proceedings. Fund disbursement will begin when the program is reinstated or back in good standing. The Alabama Department of Early Childhood Education reserves the right to relocate students, and all classroom supplies and equipment, during the suspension process.

If the program makes a written request for a hearing in response to a suspension recommendation, such a hearing will be scheduled.

1. The Region Director will notify the program of the date and time for the hearing.
2. The hearing committee will be composed of the Secretary of Early Childhood Education, OSR Director or designee, and the Region Director.
3. If the program does not appear for the hearing, the hearing process will continue.
4. The hearing committee will determine the suspension status of the program.

The decision of the hearing committee regarding suspension of a site will be made within five business days after the conclusion of the hearing. The written decision of the hearing committee will be promptly transmitted via certified mail and electronic mail to the assigned monitor and program director.

DA 2 Termination of First Class Pre-K Program Sites

The Region Director may recommend a site for termination. Funding may be terminated for any or all of the following reasons:

1. The program has misused or lost program funds
2. The program is no longer a licensed center
3. The program provides false data in submitted reports
4. The program has failed to comply with the required guidelines and reporting requirements that are outlined in the First Class Pre-K Program or Classroom Guidelines; or the program has failed to correct one or more deficiencies identified by the assigned monitor in an evaluation or documented during a site visit, in a timely manner.

Termination Recommendation

The Region Director will notify the program, in writing, of his/her recommendation to terminate funding. Within five (5) days of the recommendation for termination, the Region Director will contact the Director of the OSR who will arrange a date and time for a formal hearing. A formal hearing will be scheduled within thirty days of the recommendation for termination. If the program director does not appear for a formal hearing, the formal hearing process will continue. The OSR formal hearing committee may terminate funding. The decision of the formal hearing committee is final. No funds will be disbursed to a program during termination proceedings.

Grounds for Immediate Termination

The Secretary of Early Childhood Education may immediately terminate funding without a formal hearing in cases of child endangerment or gross negligence. Termination of pre-k sites is immediate when the facility and/or campus is found to pose any safety risk to the children. Aid will be terminated, and students will be removed from the facility.

Thereafter, all unused funds must be refunded to the ADECE. Equipment, furniture, classroom equipment, and supplies as well as playground equipment shall be returned to the Department if purchased with First Class Pre-K funds, and grantee will incur the cost of removal and delivery of said items. Alternatively, the program may keep said items and refund cost of said items to the department.

DA 2.1 Formal Hearing Regarding Termination

When a recommendation for termination of funding is made, the presiding officer (Secretary of Early Childhood Education) shall conduct a full and fair hearing, avoid delay, maintain order, and make a sufficient record of the facts and issues. To accomplish these ends, the presiding officer shall have all powers authorized by law and may make all procedural and evidentiary rulings necessary for the conduct of the hearing. The hearing shall be open to the public unless the presiding officer for cause shown, otherwise determines.

1. The formal hearing committee will be composed of the Secretary of the ADECE, the Director of OSR Director or designee, and the Region Director

2. The Region Director and program director are entitled to present their cases by oral and/or documentary evidence, to submit rebuttal evidence, and to conduct such examination and cross-examination as may be required for a full and true disclosure of all facts bearing on the issues. The issues shall be those stated in the filed notice.
3. The decision of the formal hearing committee regarding suspension or termination of funds will be based on evidence provided during the hearing process and made within five (5) business days after the conclusion of the formal hearing.
4. The written decision of the formal hearing committee will be promptly transmitted via certified mail to the Region Director and program director.

If a decision is made to terminate, thereafter, all unused funds must be refunded to the Alabama Department of Early Childhood Education. Equipment, furniture, classroom equipment and supplies as well as playground equipment must be returned to the department if purchased with First Class Pre-K funds, and the program will incur the cost of removal and delivery of said items. Alternatively, the program can keep said items and refund cost of said items to the department.

APPENDIX

FIRST CLASS PRE-K GUIDELINES



APPENDIX

TABLE OF CONTENTS

A	First Class Pre-K Lead & Auxiliary Teacher Base Salary	Permission to Purchase	M
B	2023-2024 Sliding Fee Scale for the First Class Pre-K Program	Alabama’s Mandatory Child Abuse and Neglect Law	N
C	Background Check Verification Form	Children with Special Needs	O
D	Health Screenings Permission and Review Form	Required Equipment, Materials, and Supplies	P
E	Child Health Screening Record	Playground Safety Recommendations	Q
F	ADECE Incident Report Form	Help Me Grow Universal Resource Form	R
G	Request for Modified Schedule	Program Director Guidelines for Pre-Registration	S
H	Parent/Guardian Contract	Electronic Forms	T
I	Parent/Family Engagement Sign-In	ADECE Teacher Self-Directed Professional Development Process	U
J	Parent/Guardian Orientation	Suggested Virtual Professional Development Experiences	V
K	Parent/Family Engagement Log	Alabama Transition to Kindergarten Toolkit	W
L	Code of Alabama for the Office of School Readiness		

PROGRAM DIRECTOR

CHECKLIST

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

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

11	Consult with Region Director concerning the process of OSR credential approval prior to hiring teachers	COMPLETED <input type="checkbox"/>
12	Consult with Monitor/Region Director to assist with budget	COMPLETED <input type="checkbox"/>
13	Technology Requirements: minimum of two tablet type devices	COMPLETED <input type="checkbox"/>
14	Curriculum	COMPLETED <input type="checkbox"/>
15	Complete conversion application for 2023-2024 funding	COMPLETED <input type="checkbox"/>
16	Schedule parent orientation date and time	COMPLETED <input type="checkbox"/>
17	·Make copies of required FCPK documents for parent orientation packages	COMPLETED <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 Choice Based on Number of People in Household	Parent Fees Not to Exceed
1 = 0-200%	\$40/month
2 = 201-300%	\$100/month
3 = 301-400%	\$200/month
4 = >400%	\$300/month

Parent fees are not a requirement of the First Class Pre-K program. 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 to report serious accidents, injuries, medical situations, or behavior incidents. Incidents involving a crime or traffic incident should be reported directly to the police. If possible, the report should be submitted within 24 hours of the incident. For extreme incidents, contact your Region Director immediately.

INFORMATION ABOUT ADULT PERSON INVOLVED IN THE INCIDENT			
Full Name:			
Classroom Name:			
<input type="checkbox"/> Program Employee Name: _____ _____	<input type="checkbox"/> Partner Organization Employee Name: _____ _____	<input type="checkbox"/> Visitor/Volunteer Name: _____ _____	<input type="checkbox"/> Vendor Name: _____ _____
INFORMATION ABOUT THE INCIDENT			
Date of Incident:	Time:	Parent Notified?	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Police Notified?	<input type="checkbox"/> Yes <input type="checkbox"/> No
		DHR Notified?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Location of Incident:			
Description of Incident (what happened, how it happened, factors leading to the event, etc.) Be as specific as possible (attach additional sheets if necessary)			
Were there any witnesses to the incident? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, attach separate sheet with names, addresses, and phone numbers. Was there media coverage of the incident? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify the media outlet and attach news clipping if available.			
Was the individual injured? If so, describe the injury (laceration, sprain, etc.), the part of the body injured, and any other information known about the resulting injury(ies).			
Was medical treatment provided? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Refused If yes, where was treatment provided? <input type="checkbox"/> On site <input type="checkbox"/> Urgent Care <input type="checkbox"/> Emergency Room <input type="checkbox"/> Other			
REPORTER INFORMATION			
Individual Submitting Report (print name):			
Signature:			
Date Report Submitted:			

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.

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 service? 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: _____		Family Orientation August	ASQ-3 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 to request permission to purchase items over \$300.

Name of Class: _____		County: _____		
Lead Teacher: _____				
Email: _____				
First Class Pre-K Monitor: _____				
Equipment/Materials/Supplies	Company	Quantity	Total	Monitor's Initials and Date Received
Pre-K Program Director: _____		Date: _____		
Pre-Approved By: _____		Date: _____		
Monitor or Region Director Signature				

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

Code of Alabama Section 26-14, Reporting of Child Abuse or Neglect

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.

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

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>Provider Name (e.g. Agency, Center, Practice, School Name): _____</p> <p>Contact Person: _____</p> <p>Address: _____ City: _____ Zip Code: _____</p> <p>Phone: _____ Fax: _____ Email: _____</p>
Family's Information	<p>Parent or Guardian Name(s): _____</p> <p>Street: _____ City: _____ Zip Code: _____</p> <p>Phone: _____ Email: _____</p> <p>Best time to contact: <input type="checkbox"/> Between ____ & ____ <input type="checkbox"/> Anytime Best form of contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Text</p> <p>Please contact me in: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (including specific dialect): _____</p> <p>Child Name: _____ <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>Concerns/Reason for Referral: _____</p> <p>Existing services and/or other referrals in progress: _____</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 | Fax: 334-356-8230
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

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

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

Sherry Herring (sherry.herring@ece.alabama.gov)

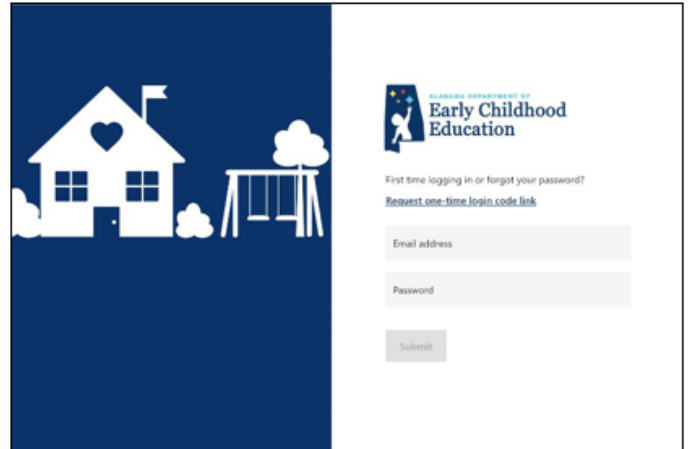
Margaret Trammell (margaret.trammell@ece.alabama.gov), or

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

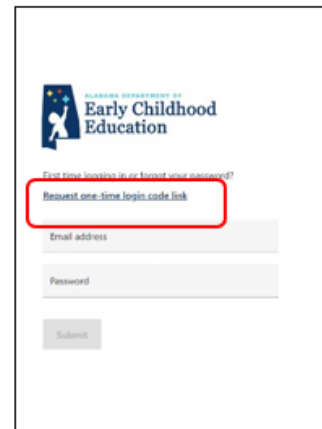
AlaCEED Home / Login Page for Program Directors

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

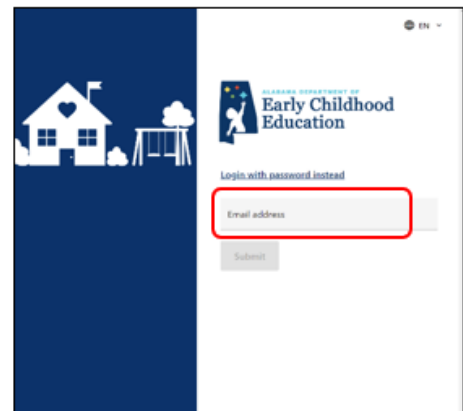
1. Go to prekprogram.alaceed.alabama.gov.
(Do not type www. before the address.)



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

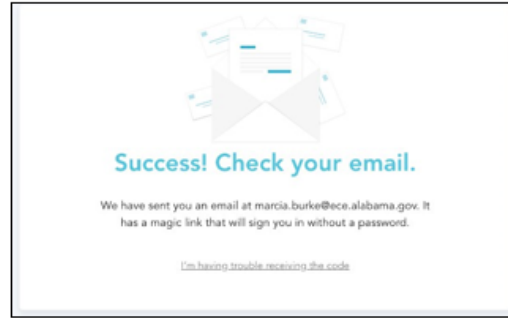


3. Enter the email address that is registered with your pre-k classroom and click Submit. If you don't know your email address, please contact supportalaceed@ece.alabama.gov.

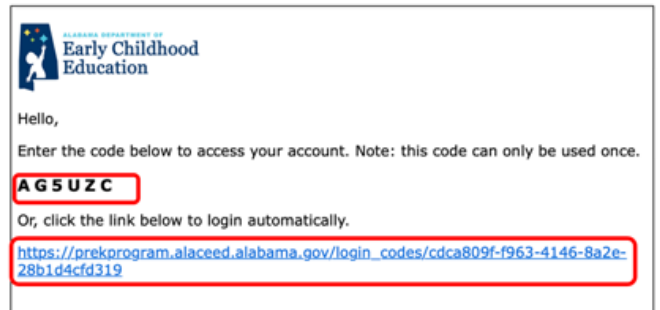


- 4. You will see a success message once an email has been sent to you. Confirm the email you entered is correct.

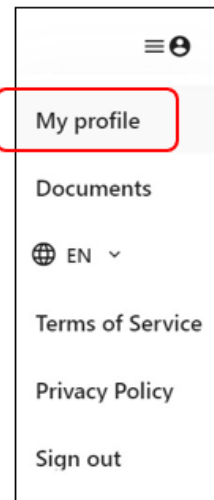
If it's not, click Back and re-enter your email.



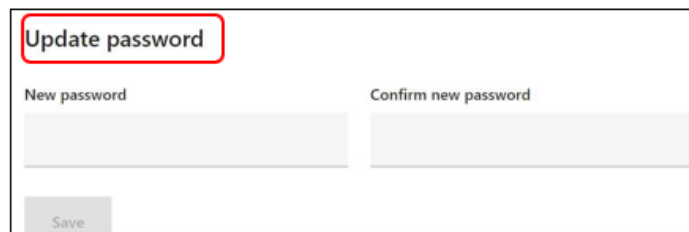
- 5. You will receive a one-time login code and link in your email. When you click on the link, it will automatically log you in. If you don't get the login link within 5 minutes, check your Spam folder.



- 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>Step 1</p> <p>Jan. 15th until Random Selection Drawing</p>	<ul style="list-style-type: none"> • Director oversees community-wide recruitment and advertising of First Class Pre-K Pre-Registration (see English advertising flyer on p. 7 and Spanish version on p. 8) • Director views pre-registrations in AlaCEED from January 15th until Random Selection Drawing Date • Director oversees pre-screening of pre-registration applications for eligibility based on residency requirements, age requirements, etc. and changes status in AlaCEED of any student not meeting requirements to Dropped and does not include the student in the random selection drawing to be held in March
<p>Step 2</p> <p>March 1st through March 31st</p>	<ul style="list-style-type: none"> • Director holds random selection drawing according to First Class Pre-K Guidelines between March 1st and 31st (specific date to be determined and advertised by individual programs)
<p>Step 3</p> <p>April 1st through April 15th</p>	<ul style="list-style-type: none"> • Director marks drawing results in AlaCEED between April 1st and 15th <ul style="list-style-type: none"> ○ Student selected for available position = mark as Pending ○ Student selected for position on waitlist = mark as Waitlisted with the number indicating the order in which the student was drawn ○ Emails to pending and waitlist students go out from ADECE April 16-18
<p>Step 4</p> <p>Beginning April 19th</p>	<ul style="list-style-type: none"> • Director marks parent responses in AlaCEED for all students with Pending status beginning April 19th as parent responses are received <ul style="list-style-type: none"> ○ Parent accepted available position = mark student as Enrolled ○ Parent declined available position = mark student as Dropped • Director contacts parents from whom an accept/decline response has not been received to determine what the student's status should be and marks it in AlaCEED accordingly
<p>Step 5</p> <p>Beginning April 19th</p>	<ul style="list-style-type: none"> • Director makes class assignments in AlaCEED beginning April 19th as parent responses are received <ul style="list-style-type: none"> ○ All students marked as Enrolled must be assigned to a specific class in AlaCEED by August 1

Pre-Registration Information

1. **Advertise – January 15th 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 15th 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 1st and 31st.
 - 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 1st – 15th

- When a parent pre-registers a student, the student’s status in AlaCEED is “pre-registered.”
- After the final drawing deadline date of March 31st, 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 16th – 18th

- 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 18th, 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 14th to opt out.

6. Class Assignments – Beginning April 19th

- 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

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

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

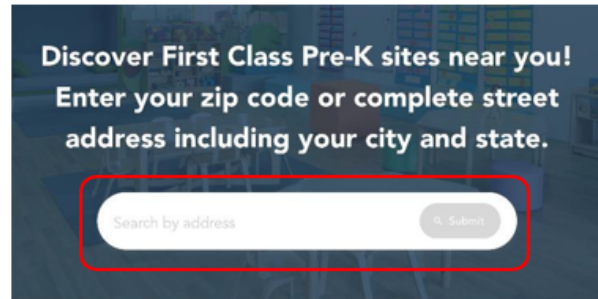
This is the landing page.



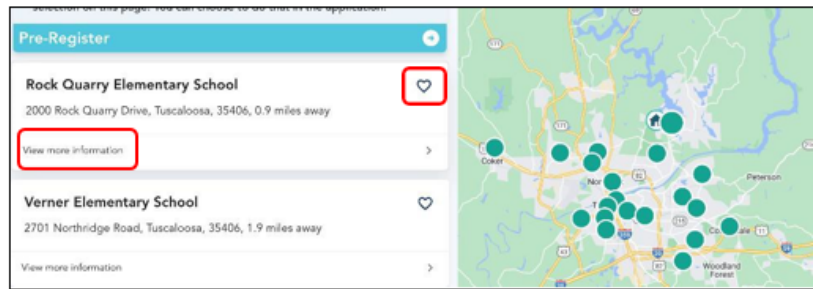
2. To search for First Class Pre-K sites, click “Search for sites” or begin pre-registration by clicking “Pre-Register.” Note that there are separate buttons for the current school year and upcoming school year. Be sure to select the appropriate one for the age of the child.

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

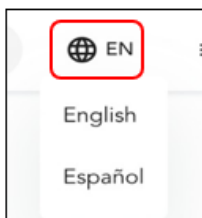
A list and a map view will display sites near the address as well as distance from it.



4. 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.

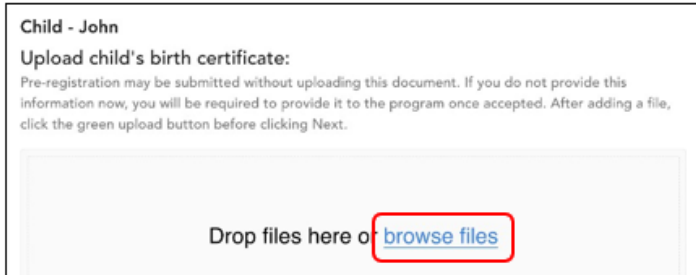


5. After selecting “Pre-Register,” create a parent account by entering the information requested.

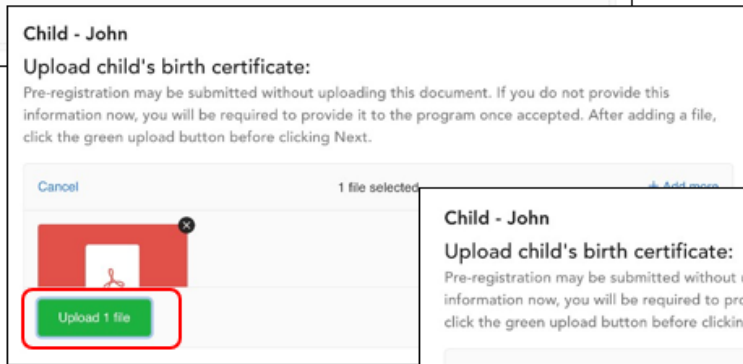


Click the globe beside “EN” in the upper right corner of your screen to select Español and have the form displayed in Spanish.

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.

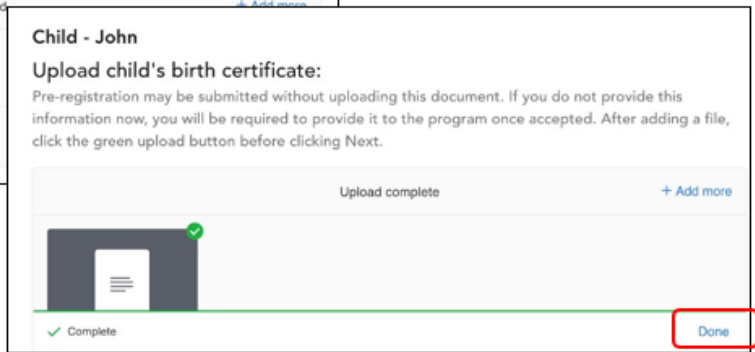


Click “browse files” and select the document or image on your device to be uploaded.

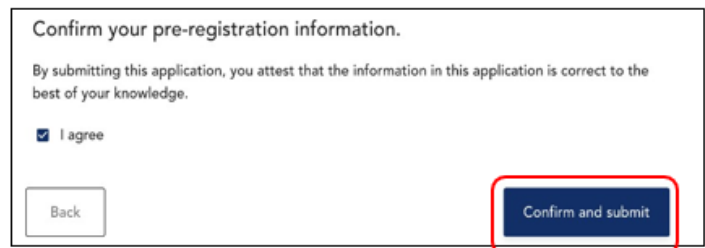


Click the green “Upload” button.

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 1st and 31st. Notification emails informing whether the child’s name was selected or waitlisted will be sent between April 16th and 18th.

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.

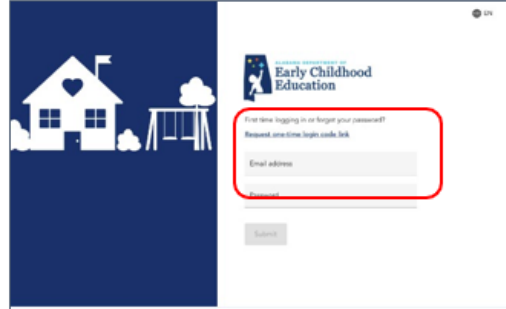
[View your pre-registration](#)

Student Status Labels

Pre-registered	child's online pre-registration has been submitted
Pending	child's name was drawn in the random selection drawing for an available position in a class
Waitlisted	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
Enrolled	child accepted an offered available position in a class
Dropped	child declined to accept an offered position in a class, withdrew from a class, or was not eligible

Directors' Enrollment Management Guide

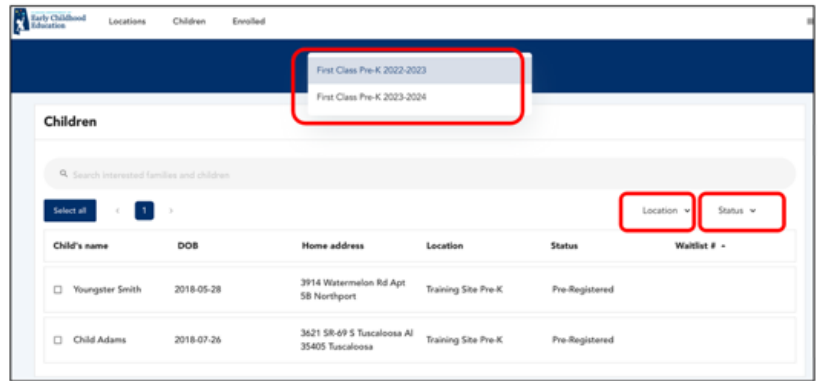
1. Log in at <https://prekprogram.alaceed.alabama.gov>.



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

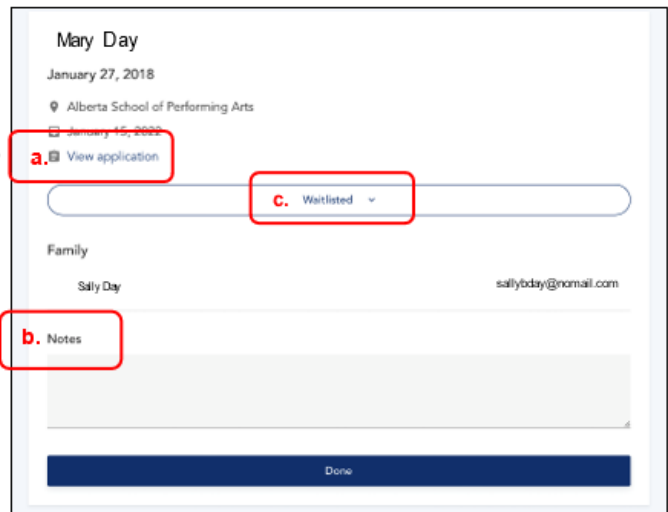
Select the school year you wish to view: 2022-23 OR 2023-24 at the top of the screen.

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

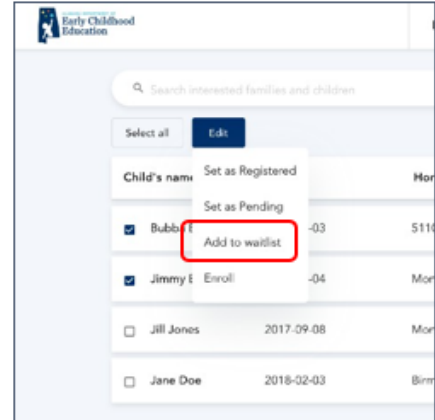


3. Click on a child’s name to complete the following tasks.
 - a. View the entire pre-registration form.
 - b. Add notes to the child’s record.
 - c. Change child’s status.

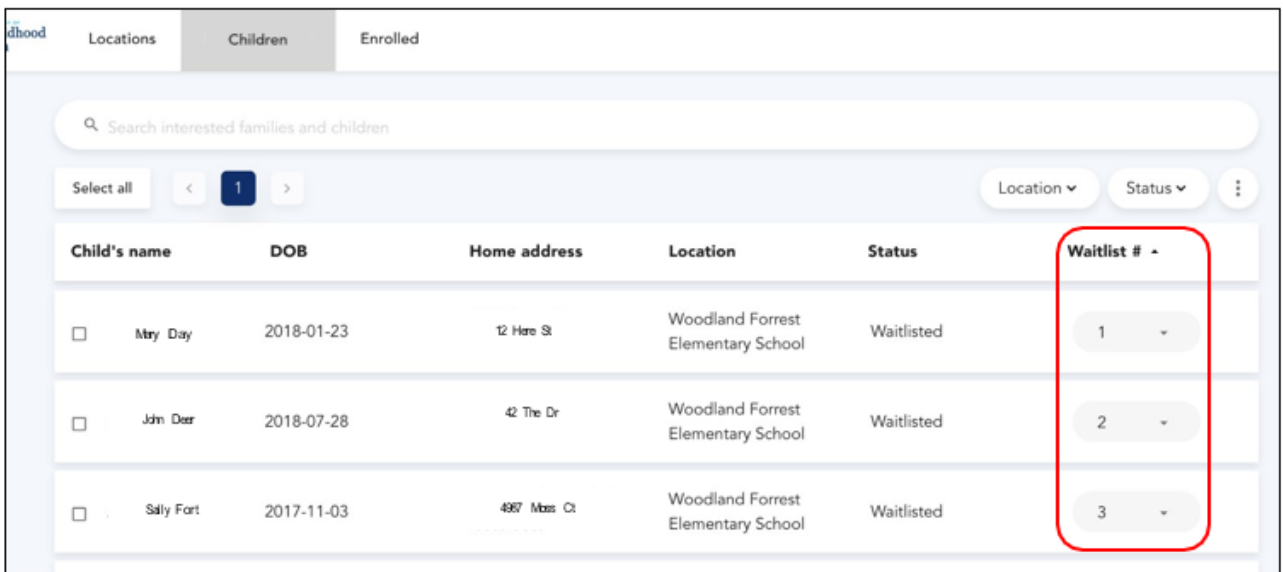
After the random selection drawing, set each child’s status to Pending or Waitlisted (as explained in #4).



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.”



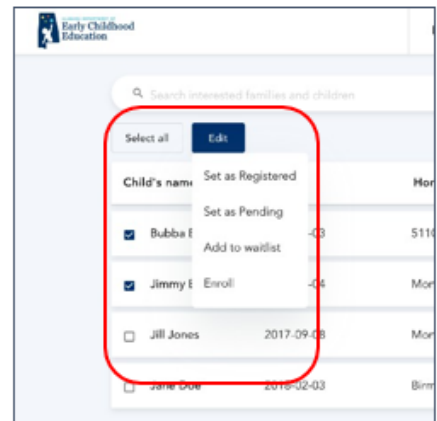
5. To assign a waitlist number to a child, change the dropdown number under “Waitlist#.”



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 1st.

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

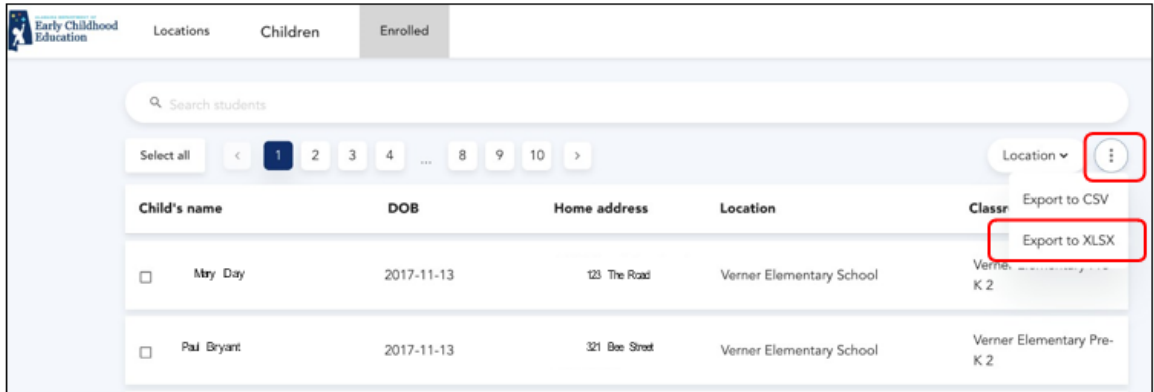
Notes

Done

Drop

Print Student Roster

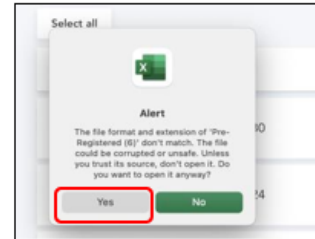
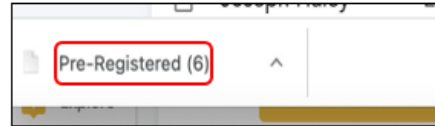
1. To download and print a list of pre-registered or enrolled students, filter by location if necessary, then click the circle with 3 vertical dots at the top right of the screen. Select “Export to XLSX.”



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

Deadline to Set a Status for Each Student: April 15th

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 16th through 18th

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 14th. Those that opt out are responsible for contacting parents on their own.

Pending Status Follow-up

Beginning April 19th, 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}.

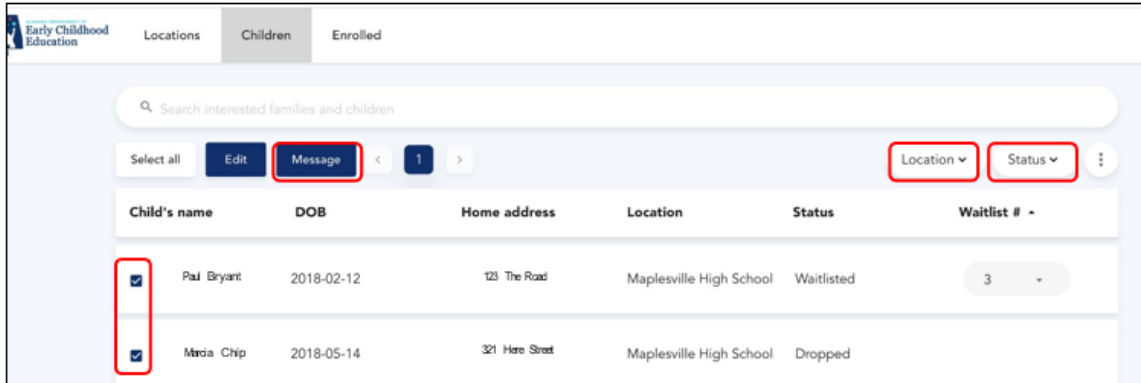
Thank you!

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 that says "New message". Below the title bar, there are two main sections: "Subject" and "Body". The "Subject" section has a text input field with the placeholder text "Type subject here". The "Body" section has a larger text input field with the placeholder text "Type email message here". At the bottom of the window, there are two buttons: "Cancel" and "Send".

Appendix T: Electronic Forms

First Class Pre-K Laserfiche forms are available at 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.

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](#)

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](#)

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](#)

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](#)

Devereux-Center for Resilient Children

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

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

GOLD

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

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

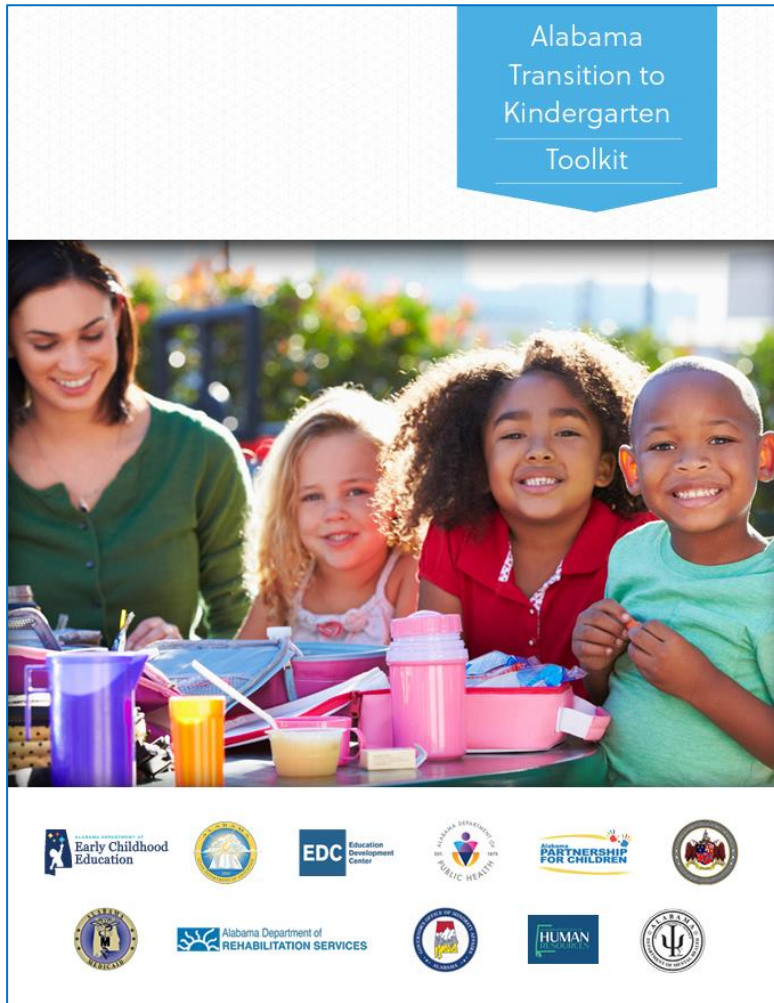
[Move Beyond the Storybook: Make Informational and Nonfiction Texts Meaningful for Young Children](#)

[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