



2020-21

Alabama Department of Early Childhood Education
Office of School Readiness

First Class Pre-K REOPENING AND OPERATING FRAMEWORK

Reimagining Education as we Build it Better



ALABAMA DEPARTMENT OF
Early Childhood
Education



July 6, 2020

Dear Alabama First Class Pre-K Directors and Educators:

Welcome back! We have undoubtedly experienced some of the most challenging times in recent history over the past months. Yet with each new challenge has come a new opportunity for innovation and growth to reimagine education through teaching and learning experiences. I know we will emerge stronger and even better prepared to face the future with newly learned resilience, grit, and strength as we remain committed to our vision of providing a high quality early learning experience for our students.

The Alabama Department of Early Childhood Education (ADECE) recognizes the ever-changing landscape created by the pandemic, and we remain committed to respond with immediacy and compassion. We hope you find this initial phase of the COVID-19 Reopening Guidance for pre-k classrooms beneficial. The ADECE is committed to ensuring this guidance serves as a living, breathing document. Alabama's K-12 public schools have been given guidance by the Alabama State Department of Education (ALSDE) "Roadmap for Reopening Schools" released by State Superintendent Dr. Eric Mackey on June 26, 2020 (click [here](#) to access). The Alabama Department of Early Childhood Education (ADECE) collaborated with ALSDE to create the aligned "Alabama First Class Pre-K Reopening and Operating Framework" for the 2020-2021 school year to provide optimal support for First Class Pre-K and other ADECE-funded programs (click [here](#) to access). Our plans put safety first for students and staff while continuing to ensure quality early learning experiences for students, without compromise.

In navigating an unprecedented challenge like the COVID-19 pandemic, it is impossible to anticipate or plan for every possible situation. The "Alabama First Class Pre-K Reopening and Operating Framework" focuses on

offering traditional, blended and remote developmentally appropriate learning opportunities for students. We are working diligently to consider all facets of our students' educational experience. To support this effort, we are sending a voluntary survey to parents/guardians of all students which will ensure we purposefully and intentionally plan for program reopening, incorporating family needs. This data will inform our collective work moving forward.

As the situation evolves, we will continuously monitor, update, and communicate any changes that impact ADECE-funded programs. Please keep in mind information provided today may not be applicable at a later date. We thank you in advance for your flexibility and patience as we make adjustments when new information becomes available. In coordination with the ALSDE's reopening guidelines, the ADECE plans to reopen all First Class Pre-K program classrooms in August 2020. All programs will follow the local school calendar.

We appreciate your flexibility and recognize your dedicated efforts as we work together to create a plan that supports all of us in continuing to provide safe, developmentally appropriate, and engaging learning environments for all students.

Together, we remain committed to providing Alabama students with the nation's highest quality early childhood education. Thank you for all you do for Alabama children, their families, and our communities.

Sincerely,

Barbara Cooper, Ph.D. Secretary of Early Childhood Education

**2020-21 Alabama Department of Early Childhood Education, Office of School Readiness,
First Class Pre-K Reopening and Operating Framework**

Introduction: This guidance is provided as a supplement to The Alabama Department of Early Childhood Education (ADECE), Office of School Readiness Program Guidelines, Classroom Guidelines, and Appendices. ADECE expects all funded programs to provide 180 days of developmentally appropriate, in-person instruction (6.5 hours per day) for all First Class Pre-K students as outlined in the Office of School Readiness Guidelines. *This document provides guidance in the event of a temporary (14 days or less) or extended (more than 14 days) program or classroom closure due to the COVID-19 Pandemic. Specific Modifications to the Office of School Readiness Program and Classroom Guidelines and Appendices for the 2020-2021 school year are also included.*

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

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2020-2021 Alabama Department of Early Childhood Education First Class Pre-K Roadmap to Successful Reopening and Operating Framework

Alabama Department of Early Childhood Education, Office of School Readiness, First Class Pre-K Teaching and Learning Framework

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

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

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

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

Alabama Department of Early Childhood Education, Office of School Readiness, First Class Pre-K Assessment Framework					
Content Areas	Assessment	Type/Purpose	Brief Description	Administration	Implementation
<i>Communication, Gross and Fine Motor, Problem Solving, Personal-Social</i>	Ages and Stages Questionnaire	Developmental Screener	Pin-points developmental progressions in children by capturing Parent/Family' in-depth knowledge	Parent/Family completes prior to enrollment or within first 30-days of school	Essential
<i>SEL</i>	DECA-P	Social-Emotional Assessment with Behavioral Screener	Helps users identify individual children's social and emotional strengths and needs (Initiative, Attachment/Relationships, Self-Regulation)	Teacher completes after 4-weeks of contact observation	Essential



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Alabama Department of Early Childhood Education, Office of School Readiness, First Class Pre-K Assessment Framework					
Content Areas	Assessment	Type/Purpose	Brief Description	Administration	Implementation
ALL	Teaching Strategies™ GOLD®:	Assessment Tool	Comprehensive authentic, observation-based assessment system supports 38-research-based objectives for development and learning	Check point cycles: October 23, 2020 February 19, 2021 May 14, 2021	Essential

Alabama Department of Early Childhood Education, Office of School Readiness, First Class Pre-K Remote Learning Framework

Each Grantee will determine how to implement the guidance based on its unique district or program governance, student population, school/program facilities, and technological capacity. **Districts and programs are expected to provide in-person instruction for all First Class Pre-K students while taking into consideration health and safety guidance** provided by the Centers for Disease Control (CDC), the Alabama Department of Public Health (ADPH), the Alabama Department of Human Resources (DHR), and other regulatory agencies.

Target Audience	Essential Guidance	Timeframe
Grantee, Program Director, Principal	<ol style="list-style-type: none"> Send survey to family to gather data that informs program plans for school year; share data from completed surveys with ADECE by July 31, 2020. Establish written, clearly defined roles and responsibilities for the Lead Teacher and Auxiliary Teacher. Roles and responsibilities should incorporate the expectation for developmentally appropriate early learning activities as well as DAILY social connection activities. Roles and responsibilities must specify duties of the Lead Teacher and duties of the Auxiliary Teacher in the event both in-person and remote learning combined classroom options are <i>temporarily</i> offered and/or classroom/program closures due to the COVID-19 Pandemic require complete remote learning. Contact Region Director if assistance is needed in developing roles and responsibilities. Note: Any modification to the teacher or student day must be approved by the Region Director. Maintain classroom roster enrollment of 18 students. If in-person instruction is not possible for a student(s) due to significant medical conditions, this requirement can be met through a combination of in-person and remote learning opportunities. Medical need requiring a student(s) to receive extended remote learning must be documented and information shared with Region Director. Develop a written plan for ensuring classrooms do not exceed the 9:1, student-teacher ratio in the midst of a COVID-19 occurrence. Contact the Region Director for guidance in the event there are challenges securing classroom substitutes meeting OSR guidelines. Ensure teachers conduct an Initial Parent/Family Conference, within five days of the start of the school year, to gather information regarding the family’s capacity to support their child’s continued learning at home. A sample Conference Form is available from the Region Director or Region Coach. Provide both Lead and Auxiliary Teacher with technology devices to support remote learning (laptop computer with built-in camera recommended). Purchase or use existing resource materials for teachers to develop 18 Activity Packets for students to use when engaged in remote learning. Develop a written plan to engage students and families who do not have access to digital learning devices and/or reliable internet services (Ex.: telephone communication system). Develop a written plan to ensure Dual Language Learners are fully supported in access and understanding of all oral and written communication and/or resources. Instruction and assessments should be tailored to students’ English Language proficiency needs in all four-language domains (Listening, Speaking, Reading, and Writing). 	<p><i>Prior to the start of the program year: More specific dates located under Essential Guidance</i></p>



2020-2021 Alabama Department of Early Childhood Education First Class Pre-K Roadmap to Successful Reopening and Operating Framework

Alabama Department of Early Childhood Education, Office of School Readiness, First Class Pre-K Remote Learning Framework

Target Audience	Essential Guidance	Timeframe
<p align="center"><i>Grantee, Program Director, Principal</i></p>	<p>10. Ensure written plan provides services for all students with disabilities, including students with 504 plans, and <u>maintain appropriate documentation</u> to support all efforts; Assure students with disabilities will not be excluded from participating in First Class Pre-K.</p> <p>11. Ensure both Lead and Auxiliary Teacher receive full pay for days school closures occur due to COVID-19. All OSR Funds allocated for teachers’ salaries should be used for this purpose.</p> <p>12. <u>General Expectations with Modifications:</u></p> <ul style="list-style-type: none"> a. Parent/Family Orientation: required as outlined in the OSR Program Guidelines; a virtual orientation may be facilitated to accommodate heightened health and safety procedures due to the COVID-19 Pandemic. b. Health Screenings: required as outlined in the OSR Program Guidelines with the expectation that health care personnel know and will follow necessary health and safety precautions. c. Class Size and Materials: enrollment of 18 students expected as outlined in the OSR Program Guidelines; required classroom materials in classes may be adjusted to meet heightened health and safety procedures. Please contact the Region Director or Region Coach with questions about modifications <u>prior</u> to implementation. d. Joint Planning: expected as outlined in the OSR Program Guidelines; adjustments may be made to accommodate changes to local policies associated with the COVID-19 Pandemic. Any modification should be shared with Region Director for approval. e. Attendance: expected as outlined in the OSR Program Guidelines; each program should have a written plan for monitoring and documenting student attendance/participation while engaged in remote learning. Program Directors should notify the Region Director with any significant decreases in overall enrollment (class with less than 16 students for 3 weeks or more). f. Field Trips: not required this program year due to the COVID-19 Pandemic. g. Student Fees: OSR parent fees should be waived during any time the program/school/class is closed in excess of 14 days due to the COVID-19 Pandemic or for any child REQUIRED to miss school due to a documented quarantine. <p>13. Establish guidelines to ensure First Class Pre-K staff have appropriate personal protective equipment in accordance with guidance provided by federal, state, and local health agencies/officials and any adopted local COVID-19 program policies.</p> <p>14. Share written Remote Learning Plan with First Class Pre-K Staff and Region Director <u>prior</u> to classroom/program re-opening.</p> <p>Recommended Reading: The American Academy of Pediatrics has compiled comprehensive guidance administrators may find useful as plans are made for the 2020-2021 school year. The purpose of this guidance, <i>COVID-19 Planning Considerations: Guidance for School Re-entry</i>, “is to support education, public health, local leadership, and pediatricians collaborating with schools in creating policies for school re-entry that foster the overall health of children, adolescents, staff, and communities and are based on available evidence. Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity. As such, it is critical to reflect on the differential impact SARS-CoV-2 and the associated school closures have had on different races, ethnic and vulnerable populations. These recommendations are provided acknowledging that our understanding of the SARS-CoV-2 pandemic is changing rapidly.” Click on the following link or paste in browser to access this document: https://downloads.aap.org/AAP/PDF/COVID-19%20School%20Re-entry%20Interim%20Guidance%20FINAL%20062520.pdf</p>	<p align="center"><i>Prior to the start of the program year: More specific dates located under Essential Guidance</i></p>



2020-2021 Alabama Department of Early Childhood Education First Class Pre-K Roadmap to Successful Reopening and Operating Framework

Alabama Department of Early Childhood Education, Office of School Readiness, First Class Pre-K Remote Learning Framework		
Target Audience	Essential Guidance	Timeframe
Essential Guidance for Remote Learning Closures that Last for 2-weeks or Less (For students who have been excluded from attendance due to COVID-19 or for Complete school/program/classroom closures due to COVID-19)		
<i>First Class Pre-K Teaching Team</i>	<ol style="list-style-type: none"> 1. Provide students with developmentally appropriate early learning activities to cover each day of the 2-week closure; Dual Language Learners should receive this information in a language they can understand. <ol style="list-style-type: none"> a. The following areas should be included on EACH DAY of your 2-week plan: <ul style="list-style-type: none"> ✓ Social Connection: provide an opportunity for children to build social-emotional skills; ✓ Language/Literacy: create an opportunity to build children’s phonological awareness, comprehension and writing skills; ✓ Physical: develop ideas for gross motor and outdoor play. b. The following areas should be included at least once per week in the 2-week plan: <ul style="list-style-type: none"> ✓ Math Learning Activity (one-on-one, small group or family activity); ✓ Daily Challenge -Family activity using Intentional Teaching Cards or Mighty Minutes; ✓ Science Experiment/Solving Appropriate Problems. 2. Use an LEA or program approved remote learning platform (FACEBOOK Live, See-Saw, Microsoft Teams, etc.) to provide DAILY social connection and/or remote learning activities to students. If parents/families do not have access to electronic devices, incorporate telephone communication for these individuals (i.e. recorded audio, SNAPCHAT, Skype, FaceTime or other form of Video Chat etc.). 3. Establish and provide parents/families an established teacher schedule for “Virtual Hours” so they can plan accordingly. 4. Work with parents/families for Teaching Strategies™ GOLD® documentation during a 2-week closure. 5. Send a copy of weekly lesson plans to the Region Coach. 	<p>Daily Instructional Time Considerations:</p> <p><u>Minimum:</u> 20 minutes each day</p> <p><u>Maximum:</u> 60 minutes each day</p> <p><u>Recommended length to sustain attention:</u> 3-5 minutes</p>
Essential Guidance for Remote Learning Closures that Extend Beyond 2-weeks (For students who have been excluded from attendance due to COVID-19 or for Complete school/program/classroom closures due to COVID-19)		
Target Audience	Essential Guidance	Implementation
<i>First Class Pre-K Teaching Team</i>	<ol style="list-style-type: none"> 1. In addition to meeting the requirements outlined in Steps 1 – 5 above, school/program/classroom closures that extend beyond a 2-week period should also provide each family with an Activity Bag of resources they will use remotely to support the student’s continued early learning. Teachers will develop and share with families learning activities using resources contained in the Activity Bags. 2. These steps should also be taken for any student who has to participate in remote learning for more than 2-weeks due to a required quarantine associated with COVID-19. 3. Daily Instructional Time Considerations remain the same: Minimum of 20 minutes each day Maximum of 60 minutes each day Recommended Length to sustain attention: 3-5 minutes 	<p>Guidance for Closures that Extend Beyond 2 Weeks</p>

2020-2021 Alabama Department of Early Childhood Education First Class Pre-K Roadmap to Successful Reopening and Operating Framework

Alabama Department of Early Childhood Education, Office of School Readiness, First Class Pre-K Remote Learning Framework		
Target Audience	Essential Guidance	Implementation
<i>Families</i>	<p>Family Engagement: required as outlined in the OSR Program Guidelines with the expectation that activities are offered that families can complete remotely.</p> <ol style="list-style-type: none"> <i>Promoting Resilience for Now and Forever</i>: Family Guide for supporting social and emotional development of preschool children (Focus areas: social emotional health, initiative, self-regulation, attachment/relationships). BornReady™: focused on raising awareness among parents/caregivers of the importance of early brain development and high-quality early care and education; designed to empower and give parents/caregivers access to tools needed to be their children’s first and best teacher. Parents can register at https://bornready.org/ 	Immediate
Alabama Department of Early Childhood Education, Office of School Readiness, First Class Pre-K Resource Guide		
Component	Resources	Additional Information
<i>Student and Data Privacy during Online Learning</i>	<p>https://studentprivacy.ed.gov/resources/ferpa-and-virtual-learning-during-covid-19</p> <p>https://edtechmagazine.com/k12/media/video/best-practices-ensuring-data-privacy-remote-learning-environment</p> <p>https://www.unicef.org/csr/files/UNICEF_Childrens_Online_Privacy_and_Freedom_of_Expression(1).pdf</p>	Guidance for Protecting Student Privacy (FERPA & Virtual Learning)
<i>Health and Safety: Classroom Information</i>	<p>https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/clean_table.pdf</p> <p>https://www.alabamapublichealth.gov/covid19/assets/cov-sah-childcare-facilities.pdf</p> <p>https://www.alabamapublichealth.gov/covid19/assets/cov-sah-childcare-sp.pdf (Spanish)</p> <p>http://children.alabama.gov/wp-content/uploads/sites/4/2020/06/EHS-CCP-Covid-Protocol.pdf</p>	<p>NAEYC Cleaning, Sanitizing, and Disinfecting Frequency</p> <p>*Alabama Department of Public Health Guidelines for Child Day Care Facilities;</p> <p>*COVID-19 Protocol (EHS & Child Care)</p>
<i>Planning and Responding to Covid-19</i>	<p>https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html</p>	K-12 Schools and Child Care Programs: FAQs for Administrators, Teachers, and Parents
<i>COVID-19 Health Education for Children</i>	<p>https://northfieldschools.org/2020/03/covid-19-social-story-for-young-children/</p> <p>https://www.brighthorizons.com/family-resources/talking-to-children-about-covid19</p> <p>https://safarikidusa.com/wp-content/uploads/2020/04/Health-Lesson-Child-Friendly-Explanation-of-Coronavirus.pdf</p> <p>https://consciousdiscipline.com/resources/the-task-of-the-mask/</p> <p>https://consciousdiscipline.com/resources/masks-and-gloves-printable-story/</p> <p>https://www.youtube.com/watch?v=j0YDE8_jsHk</p>	<p>*Coronavirus Social Story</p> <p>*Talking Points for Families</p> <p>*Child-Friendly Coronavirus Story</p> <p>*Task of the Mask Story</p> <p>*Mask & Gloves Story</p> <p>*Breathing Techniques</p>

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Component	Component	Component
<p>Wellness Information for Adults</p>	<p>https://www.verywellmind.com/body-scan-meditation-why-and-how-3144782</p> <p>https://drallisonanswers.com/mindfulness/the-power-of-emotional-check-ins-and-5-steps-to-help-you-get-started/</p> <p>https://intermountainhealthcare.org/blogs/topics/covid-19/2020/04/covid-19-managing-stress-and-sleep/</p> <p>https://www.healthline.com/health/anxiety-exercises#takeaway</p> <p>https://www.mayoclinic.org/tests-procedures/meditation/in-depth/meditation/art-20045858</p> <p>https://wellseek.co/2018/06/04/why-time-management-can-be-a-form-of-self-care/</p>	<p>*Body Scan Meditation</p> <p>*Emotional Check-Ins: Why You Need Them</p> <p>*Body Scan Meditation</p> <p>*COVID-19: Managing Stress and Sleep</p> <p>*Anxiety Exercises for Relaxation</p> <p>*Meditation and Stress Reduction</p> <p>*Time Management for Self-Care</p>
<p>COVID-19 Planning Considerations: Guidance for School Re-entry</p>	<p>COVID-19 Planning Considerations: Guidance for School Re-entry (American Academy of Pediatrics)</p> <p>“The AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school. The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020.”</p> <p>“Pre-Kindergarten (Pre-K) In Pre-K, the relative impact of physical distancing among children is likely small based on current evidence and certainly difficult to implement. Therefore, Pre-K should focus on more effective risk mitigation strategies for this population. These include hand hygiene, infection prevention education for staff and families, adult physical distancing from one another, adults wearing face coverings, cohorting, and spending time outdoors.</p> <p>Higher-priority strategies:</p> <ul style="list-style-type: none"> • Cohort classes to minimize crossover among children and adults within the school; the exact size of the cohort may vary, often dependent on local or state health department guidance. • Utilize outdoor spaces when possible. • Limit unnecessary visitors into the building. <p>Lower-priority strategies:</p> <ul style="list-style-type: none"> • Face coverings(cloth) for children in the Pre-K setting may be difficult to implement. • Reducing classmate interactions/play in Pre-K aged children may not provide substantial COVID-19 risk reduction.” <p>Click on the link below for the complete guidance.</p> <p>https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/</p>	<p>Information for Consideration When Developing In-Classroom Plans</p>

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<i>CCSSO: Restart & Recovery Plan</i>	https://ccsso.org/sites/default/files/2020-05/CCSSO_Restart_Recovery-v5.pdf	Building Safety, Cleaning, & Monitoring Resource
<i>Remote Learning Considerations</i>	<ol style="list-style-type: none"> 1. Select, use, integrate, and evaluate technology and interactive media tools in intentional and developmentally appropriate ways, giving careful attention to the appropriateness and the quality of the content, the child’s experience, and the opportunities for co-engagement. 2. Provide a balance of activities in programs for young children, recognizing that technology and interactive media can be valuable tools when used intentionally with children to extend and support active, hands-on, creative, and authentic engagement with those around them and with their world. 3. Prohibit the passive use of television, videos, DVDs, and other non-interactive technologies and media in early childhood programs for children younger than 2 and discourage passive and non-interactive uses with children ages 2 through 5. 4. Limit any use of technology and interactive media in programs for children younger than 2 to those that appropriately support responsive interactions between caregivers and children and that strengthen adult-child relationships. 5. Carefully consider the screen time recommendations from public health organizations for children from birth through age 5 when determining appropriate limits on technology and media use in early childhood settings. Screen time estimates should include time spent in front of a screen at the early childhood program and, with input from Parent/Family and families, at home and elsewhere. 6. Provide leadership in ensuring equitable access to technology and interactive media experiences for all children, parents, and families. 	Recommendations from NAEYC and the Fred Rogers Center
<i>Alabama Standards for Early Learning and Development</i>	http://children.alabama.gov/wp-content/uploads/sites/4/2020/06/LL_ADECE_Standards_FullDraft9.pdf	Alabama Standards for Early Learning and Development
<i>Assessment Resources</i>	<p>https://go.teachingstrategies.com/best-practices-webinar-series</p> <p>https://teachingstrategies.force.com/portal/s/article/What-is-MyTeachingStrategies-Family?r=0&ui-knowledge-aloha-components-aura-components-knowledgeone.ArticleActions.handleEditPublished=1&ui-force-components-controllers-recordGlobalValueProvider.RecordGvp.getRecord=1</p> <p>https://teachingstrategies.force.com/portal/s/article/How-do-I-share-Development-and-Learning-activities-with-family-members</p> <p>https://readyrosie.com/</p>	Best practice webinars and information sharing tools for families
<i>National Association for the Education of Young Children</i>	https://www.naeyc.org/resources/topics/covid-19	Multiple Resource Topics
<i>Harvard Center for the Developing Child</i>	https://developingchild.harvard.edu/guide/a-guide-to-covid-19-and-early-childhood-development/	COVID-19 Resource Library: Information for children, families, teachers



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<i>Dual Language Learners</i>	https://www.naeyc.org/resources/pubs/tyc/dec2018/supporting-children-superdiverse-settings https://www.naeyc.org/resources/topics/dual-language-learners https://www.naeyc.org/resources/pubs/yc/nov2015/what-Parent/Family-have-teach-us-about-their-dual-language-children https://wida.wisc.edu/sites/default/files/resource/Early-ELD-Standards-Guide-2014-Edition.pdf	Resources to Support Dual-language learners and families
<i>Help Me Grow</i>	https://helpmegrowalabama.org/	Connects Families to Child Health and Developmental Resources
<i>Developmentally Appropriate Online Tools and Resources</i>	http://bedtimemath.org/splash-of-math/ https://zenomath.org/toolbox/?mc_cid=f006c40b23&mc_eid=b1af2a92b7	Math Resources
	http://www.truceteachers.org/family-play-plans.html	Family Ideas (available in Spanish)
	https://pbskids.org/apps/play-and-learn-science-.html	Science Resources
	https://www.youtube.com/user/CosmicKidsYoga https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/	Music and Movement (available in Spanish)
	https://cainclusion.org/teachingpyramid/materials/family/ https://centerforresilientchildren.org/wp-content/uploads/Sample-pages-from-PRP.pdf https://www.youtube.com/watch?v=j0YDE8_jsHk	Social Emotional (Spanish and Chinese) Promoting Resilience in Preschool Cookie Monster and Self-Regulation
	https://bornready.org/about/	Tools for Families: Brain Dev. & Education
	<i>LETRS® (Language Essentials for Teachers of Reading and Spelling)</i>	https://children.alabama.gov/leters-training/ https://www.voyagersopris.com/docs/default-source/professional-development/leters/leters_ece_flyer_2020_v9_web.pdf

