



State Department Updates

Stephanie F. Bear, Ed.S., CCC-SLP
Alabama State Department of Education
(ALSDE)
Special Education Service
February 9, 2024

Alabama's Determination Status

- The Office of Special Education Programs (OSEP) issues a determination status for each state annually.
- Status is based on the State Performance Plan (SPP) and Annual Performance Report (APR).
- Four categories:
 1. Meets the requirements and purposes of the *Individuals with Disabilities Education Act* (IDEA);
 2. Needs assistance in implementing the requirements of IDEA;
 3. Needs intervention in implementing the requirements of IDEA; or
 4. Needs substantial intervention in implementing the requirements of IDEA.

Alabama's Determination Status

- Alabama has been in “needs assistance” for the last few years.
- This year we are in “meets requirements.”!!!



Indicators for SPP/APR

1. Graduation rate.
2. Dropout rate.
3. Assessment (participation and proficiency).
4. Suspension and expulsion.
5. Educational environments.
6. Preschool environments.
7. Preschool outcomes.
8. Parent involvement.
9. Disproportionate representation.
10. Disproportionate representation in specific disability categories.
11. Child find.
12. Early childhood transition.
13. Secondary transition.
14. Post-school outcomes.
15. Resolution sessions.
16. Mediation.
17. State systemic improvement plan.



18,348 

Students eligible in Speech or Language Impairment (SLI).

18.36% 

Students with disabilities (SWD) in the area of SLI.

99,921 

Total students with disabilities.



Students Eligible as SLI by Local Education Agency (LEA):

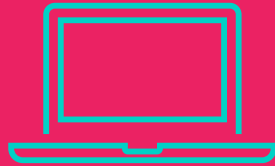
- Mobile County: 1,692 (52,000)
- Jefferson County: 832 (36,000)
- Baldwin County: 777(31,500)
- Huntsville City: 372 (24,000)
- Montgomery County: 255 (26,800)

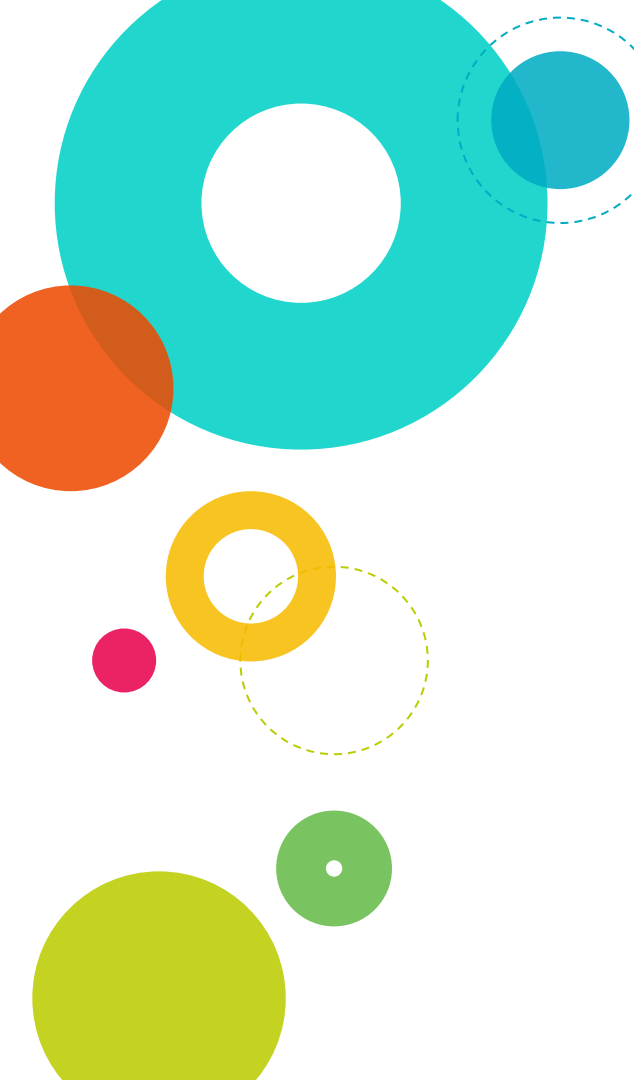
2022 Child Count

Increase in SLI

- Kahn, Freeman, and Druet (2023) found that new ICD-10 diagnoses for developmental disorders for speech and language **increased 110%** from pre-pandemic (January 2018-December 2019) to post-pandemic (January 2021 – December 2022) for children birth-12 in the U.S. **The age ranges most impacted were birth-two with a 136% increase and ages 3-5 with a 107% increase.**

What's New in PowerSchool Special Programs (PSSP)





Individualized Education Program (IEP) Profile Page 1: What's New?

- Student Preferences and/or Interests:
 - “Transition information must be provided when transition is being addressed in the IEP.”
- ALSDE Approved Oct. 2023

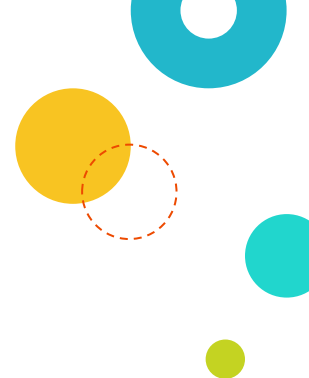
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME									
DOB		SCHOOL YEAR		-		GRADE		-	
IEP INITIATION/DURATION DATES		FROM				TO			
This IEP will be implemented during the regular school term unless noted in extended school year services.									
STUDENT PROFILE – WILL INCLUDE GENERAL STATEMENTS REGARDING:									
Strengths of the student – Include information regarding the student's strengths in academic and functional areas.									
Parental concerns for enhancing the education – Include all information regarding the parental concerns for enhancing the education of their child.									
Student Preferences and/or Interests – This area includes information obtained from parent, teacher(s), and the student regarding preferences and interests. Transition information must be provided when transition is being addressed in the IEP.									
Results of the most recent evaluations – Include all information concerning evaluation results. This information should be written in meaningful terms so that the parent and service providers have a clear understanding of the evaluation results.									
The academic, developmental, and functional needs of the student – Include all information concerning how the student's disability affects his/her involvement and progress in the general education curriculum, and, for preschool age children, how the disability affects his/her participation in age-appropriate activities.									
Other – Include any information pertinent to the development of the IEP that was not included anywhere else on the Student Profile page.									
For the child transitioning from EI to Preschool, justify if the IEP will not be implemented on the child's 3rd birthday – This should only be completed if the child is not being served under IDEA on the child's third birthday. (e.g., if a child's birthday is during the summer or holiday(s) justification is required).									

Profile Page 1



Transition Page: What's New?

- Age-appropriate Transition Assessments
 - “Select at least two assessments used to determine the student’s measurable postsecondary transition goals.”
 - “If other is selected, specify:”
- 

Transition Page

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: _____ DOB: _____

Transition: Beginning not later than the first IEP to be in effect when the student is 16, or earlier if appropriate, and updated annually thereafter. For all students entering 9th grade regardless of their age, transition must be addressed.

- This student was invited to the IEP Team meeting on _____ via _____
- After prior consent of the parent or student (Age 19) was obtained, other agency representatives were invited to the IEP Team meeting.
- Transition services based on the student's strengths, preferences, and interests that will reasonably enable the student to meet the postsecondary goals are addressed on the transition goal page in this IEP.

Age-appropriate Transition Assessments:

(Select at least two assessments used to determine the student's measurable postsecondary transition goals.)

- | | | |
|---|--|--|
| <input type="checkbox"/> Student Interview | <input type="checkbox"/> Career Awareness | <input type="checkbox"/> Interest Inventory |
| <input type="checkbox"/> Parent Interview | <input type="checkbox"/> Student Portfolio | <input type="checkbox"/> Interest Learning Profile |
| <input type="checkbox"/> Student Survey | <input type="checkbox"/> Vocational Assessment | <input type="checkbox"/> Career Aptitude |
| <input type="checkbox"/> If other is selected, specify: _____ | | |

Enter the assessment(s) used to determine the student's selected long-term postsecondary transition goals:

Postsecondary Education/Training Goal

Assessment: _____ Date: _____
Assessment: _____ Date: _____

Long-Term Goal: _____

If Other is selected, specify: _____

Employment/Occupation/Career Goal

Assessment: _____ Date: _____
Assessment: _____ Date: _____

Long-Term Goal: _____

If Other is selected, specify: _____

Community/Independent Living Goal

Assessment: _____ Date: _____
Assessment: _____ Date: _____

Long-Term Goal: _____

If Other is selected, specify: _____

- This student is in a middle school course of study that will help prepare him/her for transition.

Anticipated Date of Exit: Month: _____ Year: _____

Selected Pathway to the Alabama High School Diploma:

- General Education Pathway (Intended to prepare student for college and career)
- Essentials Pathway (Intended to prepare student for a career/competitive employment)
- Alternate Achievement Standards Pathway (AAS) (Intended to prepare students for supported/competitive employment)

Program Credits to be Earned (Complete for students in Grades 9-12)				
For each course taken indicate program credits to be earned next to the appropriate pathway.	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
General Education Pathway				
Essentials Pathway				
Alternate Achievement Standards Pathway				

Elective(s) _____ (enter total number of electives)



Transition Goals Page: What's New?

- Present Level
 - “State the student’s strengths, preferences, interests, and needs based on data from age-appropriate transition assessments (Include a description of how the student’s disability affects his/her involvement and progress in transition activities.)”

STUDENT'S NAME: _____ DOB: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

State the student's strengths, preferences, interests, and needs based on data from age-appropriate transition assessments. (Include a description of how the student's disability affects his or her involvement and progress in transition activities.)

(Link to Transition Standards)

MEASURABLE ANNUAL POSTSECONDARY TRANSITION GOALS:

Academic areas may be written separately or embedded within the transition goal. Address transition services, activities, and person(s)/agency involved for each goal area. (If more than one goal is needed in any one goal area below, additional goal pages can be added.)

Postsecondary Education/Training Goal: _____ **Date of Completion/Mastery:** _____

***Transition Service(s):** _____

Transition Activities:

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Postsecondary Education/Training goal.)

1. _____
2. _____

Person(s)/Agency Involved: _____

Employment/Occupation/Career Goal: _____ **Date of Completion/Mastery:** _____

***Transition Service(s):** _____

Transition Activities:

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Employment/Occupation/Career goal.)

1. _____
2. _____

Person(s)/Agency Involved: _____

Community/Independent Living Goal: _____ **Date of Completion/Mastery:** _____

***Transition Service(s):** _____

Transition Activities:

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Community/Independent Living goal.)

1. _____
2. _____

Person(s)/Agency Involved: _____

***Transition Services: Consider these service areas:**

Vocational Evaluations (VE), Community Experiences (CE), Personal Management (PM), Transportation (T), Employment Development (ED), Medical (M), Postsecondary Education (PE), Living Arrangements (LA), Linkages to Agencies (LTA), Advocacy/Guardianship (AG), Financial Management (FM), and if appropriate, Functional Vocational Evaluation (FVE).

Transition Goals Page



Goals Page: What's New?

- Present Level
 - “Document the student’s strengths and needs based on current data for this particular area of instruction. (Include a description of how the disability affects his/her involvement and progress in the general education curriculum or, for preschool students, how the disability affects the student’s participation in age-appropriate activities.)”



Goals Page: What's New?

- Link to Instructional Guides.
- Measurable Annual Goal.
 - “(Include all required components: who, behavior, criterion, condition, and timeframe.)”



Goals Page: What's New?

- Benchmarks.

- At least two (2) benchmarks are required for all students working on Alternate Achievement Standards or for students in public agencies that require benchmarks. This includes academic and functional goals. Include all required components (content, measurable, intermediate steps or targeted subskills, and timeframe).”

STUDENT'S NAME: _____ DOB: _____

Identify the area the MEASURABLE ANNUAL GOAL will address. The area may be a core academic content area (e.g., math, science) and/or a functional area (e.g., community participation, communication, self-determination, behavior).

AREA: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Document the student's strengths and needs based on current data for this particular area of instruction. (Include a description of how the disability affects his/her involvement and progress in the general education curriculum or for preschool students, how the disability affects the student's participation in age-appropriate activities.)

([Link to Instructional Guides](#)) ([Link to Alternate Achievement Standards](#))

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

Target the individual needs of the student resulting from the student's disability and how the student's disability affects his/her involvement and progress in the general education curriculum. Describe what a student can reasonably be expected to accomplish within one school year. (Include all required components: who, behavior, criterion, condition, and timeframe.)

DATE OF MASTERY: _____

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

Check each type of evaluation that will be used to evaluate the MEASURABLE ANNUAL GOAL. (At least one must be chosen.)

- Curriculum Based Assessment
 Teacher/Text Test
 Teacher Observation
 Grades
 Data Collection
 State Assessment(s)
 Work Samples
 Other: _____
 Other: _____

BENCHMARKS:

At least two (2) benchmarks are required for all students working on Alternate Achievement Standards or for students in public agencies that require benchmarks. This includes academic and functional goals. Include all required components (content, measurable, intermediate steps or targeted subskills, and timeframe)

1. _____ Date of Mastery: _____
2. _____ Date of Mastery: _____
3. _____ Date of Mastery: _____
4. _____ Date of Mastery: _____

Page ____ of ____

Goals Page



Services Page: What's New?

- Special Education.
 - “Adapting, as appropriate, the content, methodology, or delivery of instruction.

STUDENT'S NAME: _____ DOB: _____

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Special Education (Adapting, as appropriate, the content, methodology, or delivery of instruction)

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Related Services Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Supplementary Aids and Services Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Program Modifications Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Accommodations Needed for Assessments Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Assistive Technology Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Support for Personnel Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Services Page



Parent Rights: What's New?

- Acknowledgment Form.
- Updated content.



Parent Rights



Special Education Services | Alabama State Department of Education

Alabama's Procedural Safeguards Special Education Rights

ALSDE Approved November 2023



Parent Rights



Alabama's Procedural Safeguards Special Education Rights

Prior Written Notice	2
Parental Consent	3
Independent Educational Evaluation	5
Dispute Resolution Options.....	6
Access to Records	18
Children's Rights.....	20
Discipline.....	22

Parent Rights: Acknowledgment Form

Special Education Rights Acknowledgement Form

To:

Date Provided:

You are receiving a copy of Alabama's Procedural Safeguards (Special Education Rights) for the following reason(s):

- | | |
|---|--|
| <input type="checkbox"/> Required annual copy | <input type="checkbox"/> Parental request |
| <input type="checkbox"/> Initial referral/Parental request for evaluation | <input type="checkbox"/> 1 st State complaint filed |
| <input type="checkbox"/> Disciplinary action resulting in a change of placement | <input type="checkbox"/> 1 st Request for due process hearing |

If you have questions or need further assistance in understanding these rights, please contact:

Case Manager:

Phone Number:

Email:

Local Special Education Director/Representative:

Phone Number:

Email:

Alabama's Procedural Safeguards/Special Education Rights may be found at:
Special Education Rights:

Or you may navigate to the Special Education Rights:
www.alabamaachieves.org
Click: Families and Students
Click: Special Education
Select: Forms
Select: Individualized Education Program (IEP)
Select: Special Education Rights





Parent Rights: Where to Find Them

www.alabamaachieves.org

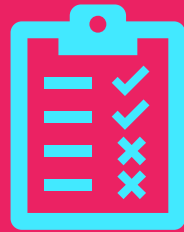
- **Click:** Families and Students.
- **Click:** Special Education.
- **Select:** Forms.
- **Scroll** to Individualized Education Program (IEP).
- **Select:** Alabama's Procedural Safeguards (Special Education Rights).

Resources




- [Special Education Services Resources & Support](#)
- [School-based Speech-Language Pathologists - LiveBinder \(livebinders.com\)](#)
- [Preschool Special Education - LiveBinder \(livebinders.com\)](#)

Reminders for Eligibility

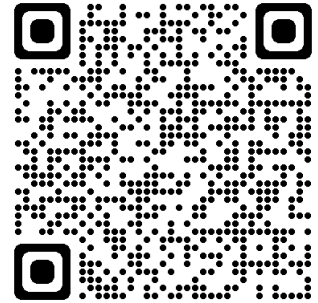




Minimum Evaluative Components



The *Alabama Administrative Code* (AAC) contains definitions, criteria and minimum evaluative components for each of the 13 disability areas. (Pages 505-522)





Role of the Eligibility Committee/IEP Team

The committee/team must:

- a) Be composed of qualified professionals, including the parent (eligibility committee), or IEP Team;
- b) Draw upon information from a variety of sources;
- c) Consider all evaluation information pertaining to the child so that no single evaluation procedure will be used as the sole criterion for determining eligibility;
- d) Ensure that all evaluation information from (b) above is documented and carefully considered; and
- e) Ensure neither lack of appropriate instruction nor limited English proficiency is the determining factor in eligibility.



Role of the Eligibility Committee/IEP Team

The committee/team must:

- f) Use standard scores;
- g) Reconvene if the child's eligibility needs to be reviewed.
- h) Determine continued eligibility at least once every three years.
- i) For children suspected of a specific learning disability, the group must include the child's regular education teacher and at least one person qualified to conduct individual diagnostic examinations of children.

AAC, 290-8-9.04(1)



Prongs 1 & 2: The Special Rule



(2) Special Rule. The public agency shall ensure that:

Prong 1 (a) Prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

Prong 2 (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, was provided to the child's parents.

 AAC, 290-8-9-.01(2)



Prongs I & II: Where?

ELIGIBILITY DECISION

Complete for all students:

Was a lack of appropriate instruction in math and/or reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965) or limited English proficiency the determining factor in the decision? (See documentation in this report.)

YES NO

Prongs
I & II

Prong II

YES NO Does the student meet AAC criteria for the suspected area(s) of disability?

YES NO Does the disability have an adverse affect on educational performance?

YES NO Does the student need specially designed instruction in order to access and participate in the general education curriculum?

ELIGIBLE: YES NO

AREA OF DISABILITY: _____

If the selected area of disability is Multiple Disabilities, list at least two disability areas for which the student is eligible.

--	--

Explanation (if needed):

DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THEY WERE REJECTED

--

CHECK ONE: Eligibility Committee IEP Team

I AGREE with the conclusions written in this report.

Position	Signature	Date
Parent		
Parent		
General Education Teacher		

Prongs 1 & 2: When?

- Initial Referral Evaluations
 - Prongs 1 & 2
- Reevaluations
 - For All: Prong 1
 - For Specific Learning Disability (SLD): Prong 2

Prongs I & II: When?

Exceptions

“This rule may be waived for a child who has severe problems that require immediate attention, for three- and four-year-olds, for five-year-olds who have not been in kindergarten, for children with articulation, voice, or fluency problems only, for children with a medical diagnosis of traumatic brain injury, and for a child who has been referred by his or her parents.”

AAC 290-8-9.01(4)

Prongs I & II: How?

Collect and cite evidence that supports each of the 3 facets of the Prong 2 statement.

- “Data-based ¹documentation of repeated assessments of achievement at reasonable intervals ²reflecting formal assessment of student progress during instruction. ³Documentation was provided to the child’s parent.”

Evidence for Prong 2 Should Have:

1

REPEATED ASSESSMENTS

Evidence includes assessment names, scores, and basic descriptions.

- Computer-based intervention assessments,
- Timed reading probes,
- Progress monitoring probes,
- Computation probes,
- Phonics probes.

Examples: DIBELS, Edgenuity, STAR, Scantron, iReady, ACAP Summative, Aimsweb, AR, Classworks.

2

REASONABLE INTERVALS

Evidence should specify progress monitoring intervals.

Include dates/timeframes

- Month/year,
- fall/20XX,
- Every three weeks.

3

PROVIDED TO PARENT

Evidence should include a statement that explains the parents were provided these assessment results.

Prong 2: Examples

Stephanie's data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of her progress during instruction, was provided to her parent following each assessment administration of the ABC Assessment:

(April, 2023) SS = 65 (well below average),

(September, 2023) SS=66 (well below average),

(January, 2024) SS=70 (below average).

Prong 2: Examples

R. J.		GOAL: /r/ all positions in sentences																					
Date	Target																						
10/31/23	/r/ i - wds	+	+	+	w	w	+	+	+	+	+	+	+	+	+	+	+	w	+	+	w	+	80
	/r/ m - wds	w	w	w	+	+	+	w	+	+	+	+	+	+	w	+	+	w	w	w	+	+	60
12/13/23	/r/ i - wds	w	+	+	+	w	+	+	+	+	+	+	+	+	+	+	+	+	w	+	+	85	
	/r/ m - wds	w	w	+	+	+	w	+	+	+	+	+	w	+	+	w	+	+	+	+	w	70	

Prong 2: Examples

Student Name: [REDACTED]

Short a: Test 1

Date: 9.15.21

man -n	van -en	fan -en	Sam	mat -at
Nat	sat	rat	fat	tan
rag	lag	sag	gas	gag

Total Correct: 0/15

Percentage: 0%

Short a: Test 2

Date: 11/10/21

cat	bat	eat	fat	bat
had	mad	sad	bad	dad
fad	pad	fad	kap	can

Total Correct: 15/15

Percentage: 100%

Short a: Test 3

Date: 3.16.22

out of it
afternoon

sap	pen	wag	ax	fox
vat	van	lag	pad	sag
am	at	Ham	an	jam
				and

Total Correct: 7/15

Percentage: 46%

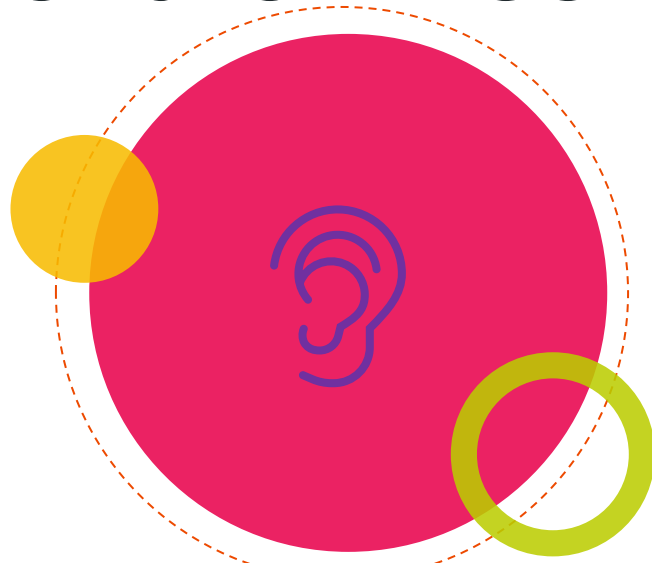
Short ä progress monitoring:

9/15/23 0/15 0%

11/10/23 15/15 100%

3/16/23 7/15 46%

Students Who are Deaf or Hard of Hearing

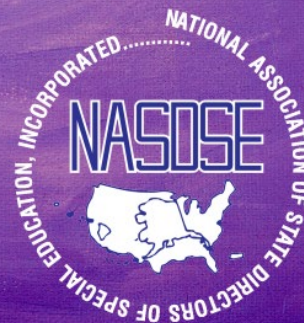


Optimizing Outcomes for Students who are Deaf or Hard of Hearing

Educational Service Guidelines



Third Edition

National Association of State Directors of Special Education, Inc.



Optimizing Outcomes for Students who are Deaf or Hard of Hearing

Table of Contents

Forward		iv
Chapter 1	Essential Principles to Optimize the Education of Students who are Deaf or Hard of Hearing	1
Chapter 2	Federal Laws and Policies	5
Chapter 3	Early Identification and Intervention	13
 Chapter 4	Evaluation and Eligibility	23
 Chapter 5	Goals, Services and Placement	29
Chapter 6	School Environment Access and Accommodations	37
Chapter 7	Postsecondary Transition: From Part B to Education, Training, Employment and Independent Living	51
Chapter 8	Personnel	61
Chapter 9	Implementation: Deaf and Hard of Hearing Program and Service Review Checklist (also available as a pdf fillable form at www.nasdse.org)	79
Appendix A	Legal Citations, State and Professional Guidance, National Organizations, Resources	103
Appendix B	CEC-DCD Teacher Position Statement or Council of Exceptional Children-Division for Communication, Language, and Deaf/Hard of Hearing (DCD)	106
Appendix C	Service Animals	108



Optimizing Outcomes for Students who are Deaf or Hard of Hearing

Key Points

- Thorough assessment is needed for eligibility determination to uncover any potential language and learning gaps or other situations that affect progress.
- Do not underestimate the impact of compromised hearing ability: minimal, mild, unilateral, or single-sided deafness conditions can have the same consequences as more significant hearing loss and deafness.
- The expertise of the multidisciplinary team is essential; for students with complex needs, additional expertise may be necessary.

(Chapter 4, p. 23)

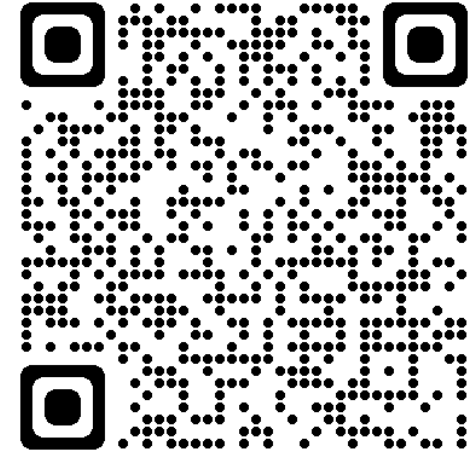
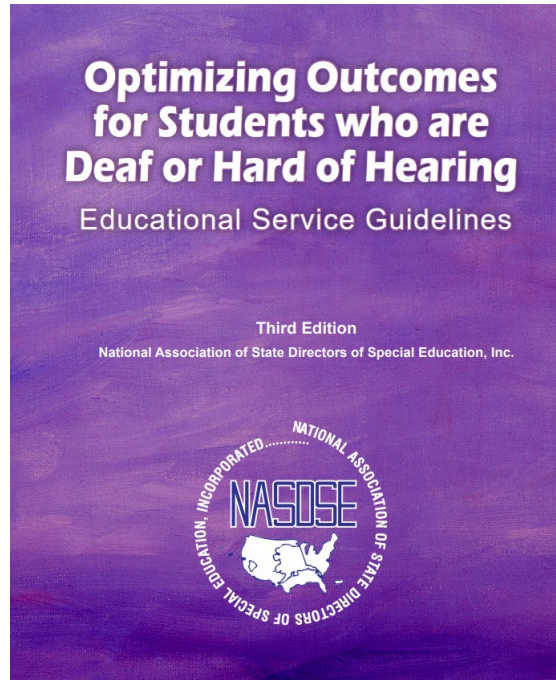


Optimizing Outcomes for Students who are Deaf or Hard of Hearing

Key Points

- Goals, services, and placement must be based on assessment of academic and functional data.
- A communication plan is one way of meeting IDEA's requirement to consider the child's language and communication needs.
- The Expanded Core Curriculum for students who are deaf or hard of hearing can help IEP teams develop education plans.
- Educational placement must be in a setting where the student's language and communication needs are met.
- Given effective educational planning, students who are deaf or hard of hearing, including those who are deaf with additional disabilities, can attain high levels of achievement.

Where to Find It

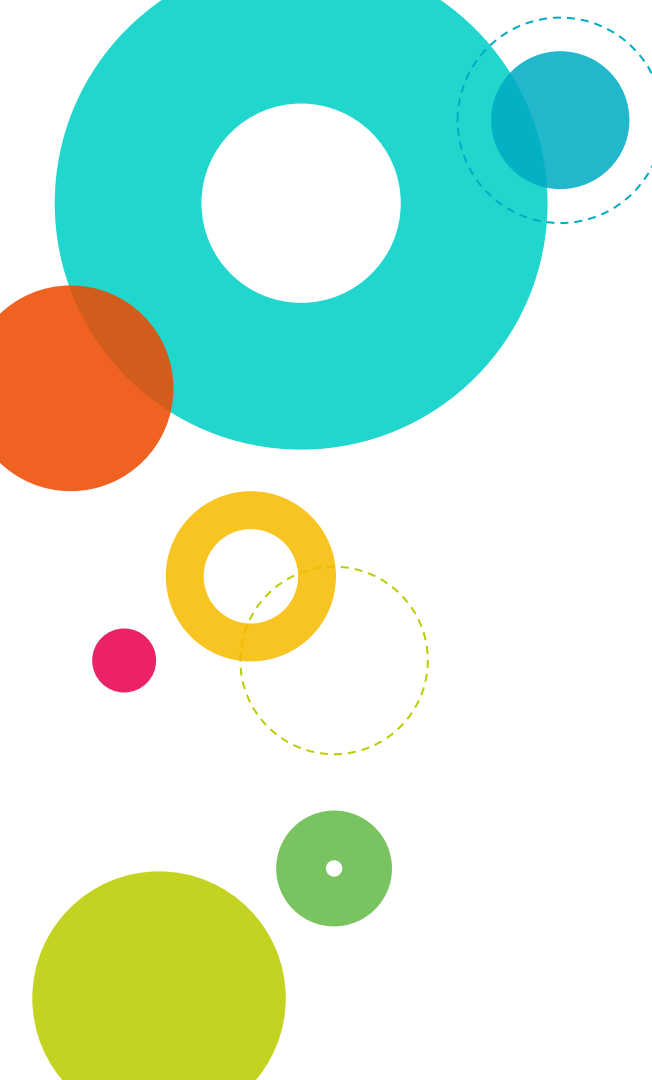


[nasdse-3rd-ed-7-11-2019-final.pdf](#)



Considerations for Eligibility for Hearing Impairment (HI)

- Minimum evaluative components: NO cut score specified.
- Be sure to consider ALL needs, including those due to the hearing impairment, no matter what the disability category.



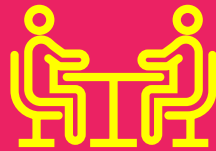
Considerations for Eligibility for HI

- List other areas of eligibility considered on the eligibility form.

DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THEY WERE REJECTED

- Documenting hearing impairment needs is especially important for postschool and transition access.

Reminders for IEP Compliance





System Performance Profile (SPP)/ Annual Performance Report (APR) Indicators

Indicator 11: Child Find. % of children evaluated within 60 days of parental consent or initial evaluation or state time frame.

All state targets are set by OSEP at 100%.

Timelines

The LEA receives a signed *Notice and Consent for Initial Evaluation*.

60 days

The LEA completes the initial evaluation.

30 days

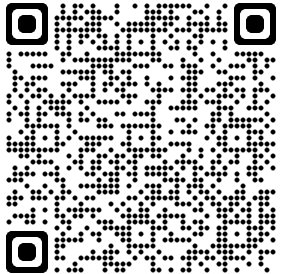
The LEA holds the eligibility determination meeting.

30 days

The LEA holds the initial IEP meeting.

More Timelines

- Eligibility must be considered at least once every three years.
- This date is calculated from the date the previous eligibility was signed.
- The IEP Team determines whether or not additional data are needed to appropriately determine continued eligibility.
- Follow Process Chart 2: Reevaluation to Determine Continued Eligibility (Mastering the Maze, Process 2, pg. 9).



Monitoring 2023: Top 5 Errors

1. *Notice and Eligibility Decision Regarding Special Education Services,*
2. *Notice and Invitation to a Meeting/Consent for Agency Participation,*
3. Services Page,
4. Signature Page,
5. Annual Goal(s) Page.

2. Notice and Invitation...

- Is required for all meetings.
- Check all possible reasons for meeting.
- Check the “fab five” participants.
 - Local Education Agency (LEA) Representative
 - Someone Who Can Interpret the Instructional Implications of the Evaluation Results
 - General Education Teacher
 - Special Education Teacher
 - Parent
- Check if any outside agency will participate.

2. Notice and Invitation...

- Complete the results and actions in PSSP.

FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 19) for the IEP Team meeting.	
Results of 1 st Attempt:	_____
2 nd Attempt Date:	_____ Action / Result: _____

- If the meeting does not occur on the original date, complete a new *Notice*.

3. IEP Services Page

- Specifies what the staff is doing for the student.
- Location should be specific (i.e., not “school” or similar) so that the student’s Least Restrictive Environment (LRE) can be correctly be calculated.
- If special education services will be provided in more than one location, list each separately.

3. IEP Services Page

- Accommodations that consist of aids, services, and supports provided in the general education class or other education-related settings (including extracurricular and nonacademic settings).
- Accommodations do not alter content standards, so the student can still earn course credit.
- Modifications change the content of the curriculum due to needs arising from the student's disability.

3. IEP Services Page

- Accommodations needed assessments should be the same as or similar to accommodations listed on state assessment forms.
- Do not list specific names of assistive technology, but instead list their function (i.e., voice output device).
- Support for personnel includes any training or support provided to staff specific to the needs of that student.

4. IEP Signature Page

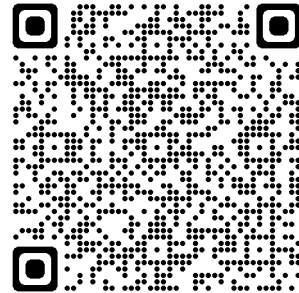
- **Inform student of his/her rights (once).**

Least Restrictive Environment (LRE):

- **School-age:** calculate time out of the general education classroom appropriately.
- **Preschool:** calculate where the majority of special education and related services are provided.

4. IEP Signature Page

- Document when rights and IEP are provided to the parent.
- If an IEP is amended, follow Process Chart 5, Process 5 in Mastering the Maze (p.6).



4. IEP Signature Page

“Does this student receive all special education services with nondisabled peers?”

If NO, provide justification for the removal.

Work through the continuum of services questions:

1. Can this student complete all course requirements in the regular education class without accommodations?
2. If the answer to #1 is no, can the student complete all course requirements in the regular education class with accommodations?
3. If the answer to #2 is no, explain clearly why the student should be removed from the regular education classroom/environment/nondisabled peers.

5. IEP Goals Page

Present Level of Academic Achievement and Functional Performance (PLAAFP)

- Required elements: strengths, weakness, and impact for that area.
- Based on assessment results, work samples, grades, observations, interviews, and other data.
- Drives the goal.
- Common Mistakes:
 - Lacking specificity,
 - Only reporting standard scores,
 - Only focusing on the positives,
 - Describing average range skills as weaknesses,
 - Failing to update from previous year. The PLAAFP should reflect progress.

5. IEP Goals Page

Measurable Annual Goal(s):

- The IEP goals are designed to:
 - Meet the student's needs resulting from the disability to enable involvement and progress in the general curriculum (Differentiated Instructional Guides (DIGs)).
- The IEP must be reasonably calculated.
 - Assessment and classroom performance identify areas of deficit.
 - Area(s) of deficit noted in PLAAFP(s).
 - Baselines for annual goals in the areas of deficit are developed.
 - Measurable annual goals are based on the baseline data.

5. IEP Goals Page

Measurable Annual Goal(s):

Consider SWAG:

- **S**trengths/Progress,
- **W**eaknesses/Deficits,
- **A**ssessments (standardized and classroom),
- **G**eneralization (impact on classroom performance and participation in GE settings).



5. IEP Goals Page

“The progress the student makes toward their annual goals is the barometer of whether the student has received meaningful educational benefit and whether the student’s IEP provided FAPE.”

*(Ihora and Melara, *Your Big Picture: Real-Life Guide to the Entire IEP Process*, LRP 2018)*

Students Who are English Learners





A Look at the Numbers: 32,680 Statewide

Largest Number of EL Students:

1. Jefferson County (2,178)
2. Montgomery County (2,091)
3. Huntsville City (1,604)
4. Baldwin County (1,563)
5. DeKalb County (1,408)



Largest Percentage of EL Students:

1. Tarrant City (28%)
2. Russellville City (26%)
3. Albertville City (21%)
4. Fort Payne City (18%)
5. DeKalb County (16%)



A Look at the Languages:

Most Commonly Spoken Languages:

1. Spanish
2. Korean
3. Arabic
4. Chinese
5. Vietnamese




Translated Forms

- Arabic
- Chinese
- French
- German
- Hindi
- Italian
- Japanese
- Korean
- Spanish
- Tagalog
- Vietnamese

See ALSDE SES site: Forms – Translated Forms ([Alabama SES - Forms - Alabama State Department of Education \(alabamaachievers.org\)](http://AlabamaSES-Forms-AlabamaStateDepartmentofEducation.alabamaachievers.org)).



Considerations for ELs

- Referral/evaluation of ELs **may NOT** be delayed based on their EL status or how long they have been in the country.
 - All written communication and documentation **must** be provided in the parent's native language.
 - Language of assessment is an IEP Team decision.
- 





More Considerations for ELs

- Testing in **both** the native language and English is always an option and may be valuable in providing additional data.
- Assessments are always “provided and administered in the child's native language or other mode of communication and in the form **most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally.**”
- A child may NOT have a disability in **only one** language.

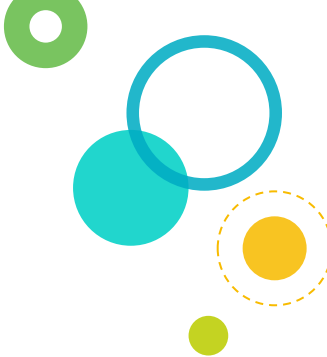


Working With Interpreters

- Find an interpreter who is fluent in both languages.
 - Prepare interpreter to ensure any special education-specific vocabulary, jargon, abbreviations, etc. are fully explained and understood.
 - Meet with the interpreter in advance to review testing procedures, restrictions, reinforcement schedule, specific test questions for clarification, expectations for correct responses, etc.
 - Inform interpreters of FERPA and confidentiality considerations.
- 



Our EL GUIDANCE: English Learners and the Special Education Process

- 
- Topics: language questionnaires, language of assessment, use of interpreters, preschool EL students, assessment materials, standardized assessment, nonverbal assessment, documentation, social-emotional, adaptive functioning, determining eligibility, and special education vs. EL services.
 - Appendices: Characteristics of Second Language Acquisition, Stages of Second Language Acquisition, and Frequently Asked Questions

Our EL GUIDANCE: English Learners and the Special Education Process

English Learners and the Special Education Process

The English Learner (EL)

An EL is a student whose native and/or dominant language is a language other than English. Native language is: “In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.” (AAC 290-8-9-.00(13), p. 490)

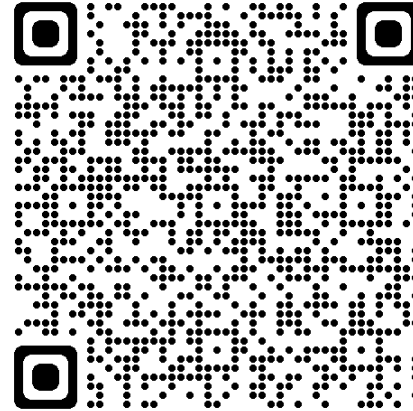
When an EL struggles academically, it is critical that consistent language accommodations, instructional interventions, and strategies be implemented, closely monitored, documented, and analyzed. Response to Intervention (RtI) procedures should also be followed. If these measures are ineffective, the student may be referred for a special education evaluation. Delaying special education evaluations of ELs for a specified period of time based on their EL status is **NOT** permissible under the *Individuals with Disabilities Education Act* (IDEA) and Federal civil rights laws. If an EL is referred, all rules and regulations of the IDEA and the policies, procedures, and timelines in the *Alabama Administrative Code* (AAC) must be followed.

Professionals with qualifications and/or expertise in second language acquisition (e.g., EL staff, special education staff) **must** be included in all meetings regarding an EL.

All written communication and documentation, including notices of meetings, permissions, parent rights, surveys, Individualized Education Programs (IEPs), etc., **must** be provided in the parent’s native language. Interpreters should be utilized as needed throughout the special education process in all meetings with the EL student and/or family.

Environmental Language Survey, Interviews, and Observations

Children K-12 should have the Home Language Survey completed by their parent(s) as part of the registration process, which will provide information regarding language(s) spoken in the home. Additional surveys or questionnaires should include information on current primary language of communication, as well as a communication history. Parent input is of vital importance in the completion of the survey. It is imperative to glean developmental information and current functional levels from the parent(s). For example, the IEP Team needs information about how the child performs in comparison to siblings or other children his age within the familial culture, the amount of time a child has attended school, the language of formal instruction in previous schools, and whether the child struggled in previous schools/settings.



Preschool Students with Disabilities





The SPP/APR Preschool Indicators

Indicator 6: Preschool Environments. % of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.

Indicator 7: Preschool Outcomes. % of preschool children ages 3 – 5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.

Indicator 12: Early Childhood Transition. % of children found Part B eligible with IEP implemented by 3rd birthday.

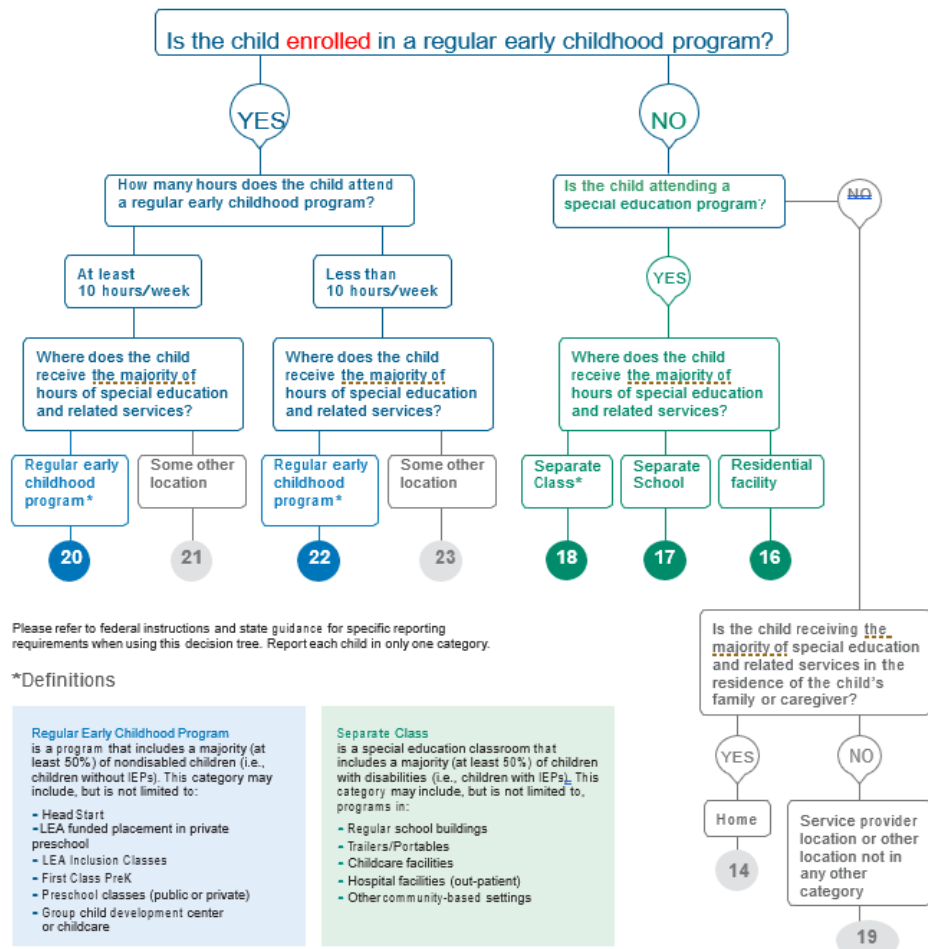
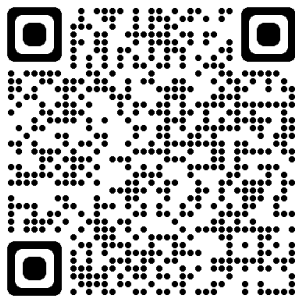
Updated Indicator 6 Targets

Indicator	2021-2022	2022-23	2023-24	2024-25	2025-26
6a – Preschool LRE, Regular EC Program	52.70	52.70	52.70	52.70	52.95
6b – Preschool LRE, Separate class, school or residential facility	4.28	4.28	4.28	4.28	4.08
6c – Preschool LRE, services in the home	2.71	2.71	2.71	2.71	2.61

Preschool LRE Codes

What LRE code is used for a child who is at home and comes to the LEA just to receive services?

Home (14) is meant only for children who receive services in their homes.





LRE: Transition from Preschool (PK) to Kindergarten (K)

- The LRE Codes for PK and K-12 are different.
- You **MUST** amend the IEP in place when the child enters kindergarten.
- The legal document (IEP) **MUST** match what is in PowerSchool.



LRE: Transition from Preschool (PK) to Kindergarten (K)

- IF your system allows, you may use the *Written Agreement Between the Parent and the Agency to Amend the IEP* form.
- Amend the current IEP to reflect the appropriate kindergarten LRE.
- Provide a copy of the amended IEP and the *Notice of Proposal or Refusal to Take Action* to the parent explaining the changes that were made to the IEP.

Updated Indicator 7 Targets

Indicator	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
7a1 – Positive social-emotional skills (including social relationships), Rate of Growth	93.09	93.09	93.09	93.09	93.34
7a2 – Positive social-emotional skills (including social relationships), Functioning	76.30	76.30	76.30	76.30	76.55
7b1 – Acquisition and use of knowledge and skills (including early language/ communication and early literacy), Rate of Growth	92.31	92.31	92.31	92.31	92.56
7b2 – Acquisition and use of knowledge and skills (including early language/ communication and early literacy), Functioning	57.20	57.20	57.20	57.20	57.45
7c1 – Use of appropriate behaviors to meet their needs, Rate of Growth	91.57	91.57	91.57	91.57	91.82
7c2 – Use of appropriate behaviors to meet their needs, Functioning	75.40	75.40	75.40	75.40	75.65



Teaching Strategies GOLD®: Staff

Every preschool service provider must:

- Have a schedule in PowerSchool Student Information System (SIS),
- Have at least one preschool-appropriate course in PowerSchool SIS,
- Have all students he/she case manages attached to the course.

ALL data pulls to Teaching Strategies from PowerSchool SIS.



Teaching Strategies GOLD®: Students

Every preschool student must:

- Be enrolled in only 1 course.
- Have “SpecEdStatus” set to “active.”
- Have the correct nontraditional student type selected (usually “SES”).

*First Class PreK/OSR students will **not** show in the special education instance of GOLD®.



Teaching Strategies

GOLD®: First Class PreK

- For ALL students attending a First Class PreK/OSR classroom, the classroom teacher has primary responsibility for GOLD® completion for that student.
- The special educator should request Team Member access (Padlet, column 4).
 - Provide the teacher with the GOLD® Entry Information form (Padlet, column 4) if an Entry ELPP was completed.
 - Collaborate with the classroom teacher.
 - Upload evidence.
 - Suggest preliminary levels.

GOLD® Entry Information for First-Class PreK Students with IEPs, who had an Entry ELPP (enter into COSF Checkpoint in MyTeachingStrategies®)

Please use this form to communicate the required student details, to the First-Class PreK teacher.

Student Name: _____

D.O.B.: _____

Initial IEP Date: _____ *

*For First-Class PreK students only, if Initial IEP Date/Start of Services Date occurs before the First Day in Program indicated for the student under his/her child details in MyTeachingStrategies®, the First Day in Program date must be updated to match.

Outcomes Scores from the JumpStart tool:

Outcome 1					Outcome 2					Outcome 3										
Not Yet	+/-	Emerging	+/-	Somewhat	+/-	Completely	Not Yet	+/-	Emerging	+/-	Somewhat	+/-	Completely	Not Yet	+/-	Emerging	+/-	Somewhat	+/-	Completely

Please use the scores above to complete the COSF Checkpoint in GOLD®.

**The COSF Checkpoint must be completed and finalized prior to any
GOLD® Checkpoints.**

Team Member Access Request Form for
Alabama First-Class PreK Child with an IEP in
MyTeachingStrategies®

Case Managers need to complete this form to request and obtain [Team Member](#) access to a First-Class PreK Child Record with an IEP in MyTeachingStrategies®.

Click on Hotlink Below to Access and Complete the Form

[AL First Class PreK Child Team
Member Access Request Form](#)

GOLD® Procedures

The ALSDE

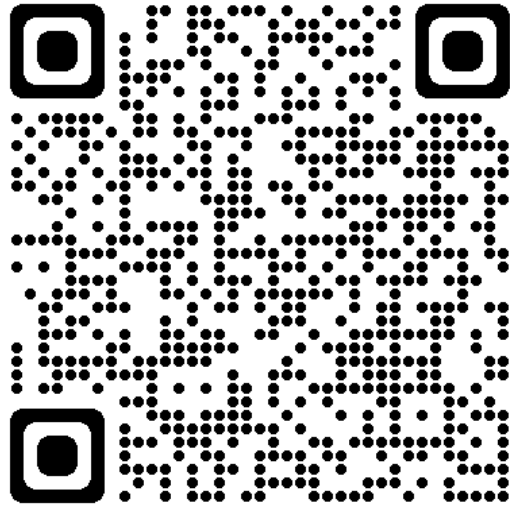
1. Entry and exit checkpoints are required to be completed.
2. Evidence is required for some objectives.
3. The GOLD® is completed only for children who have received at least 6 months (183 days) of special education services.

First Class PreK/OSR

1. Three checkpoints per year are required to be completed.
2. Evidence is required for all objectives.
3. The GOLD® is completed for all children.

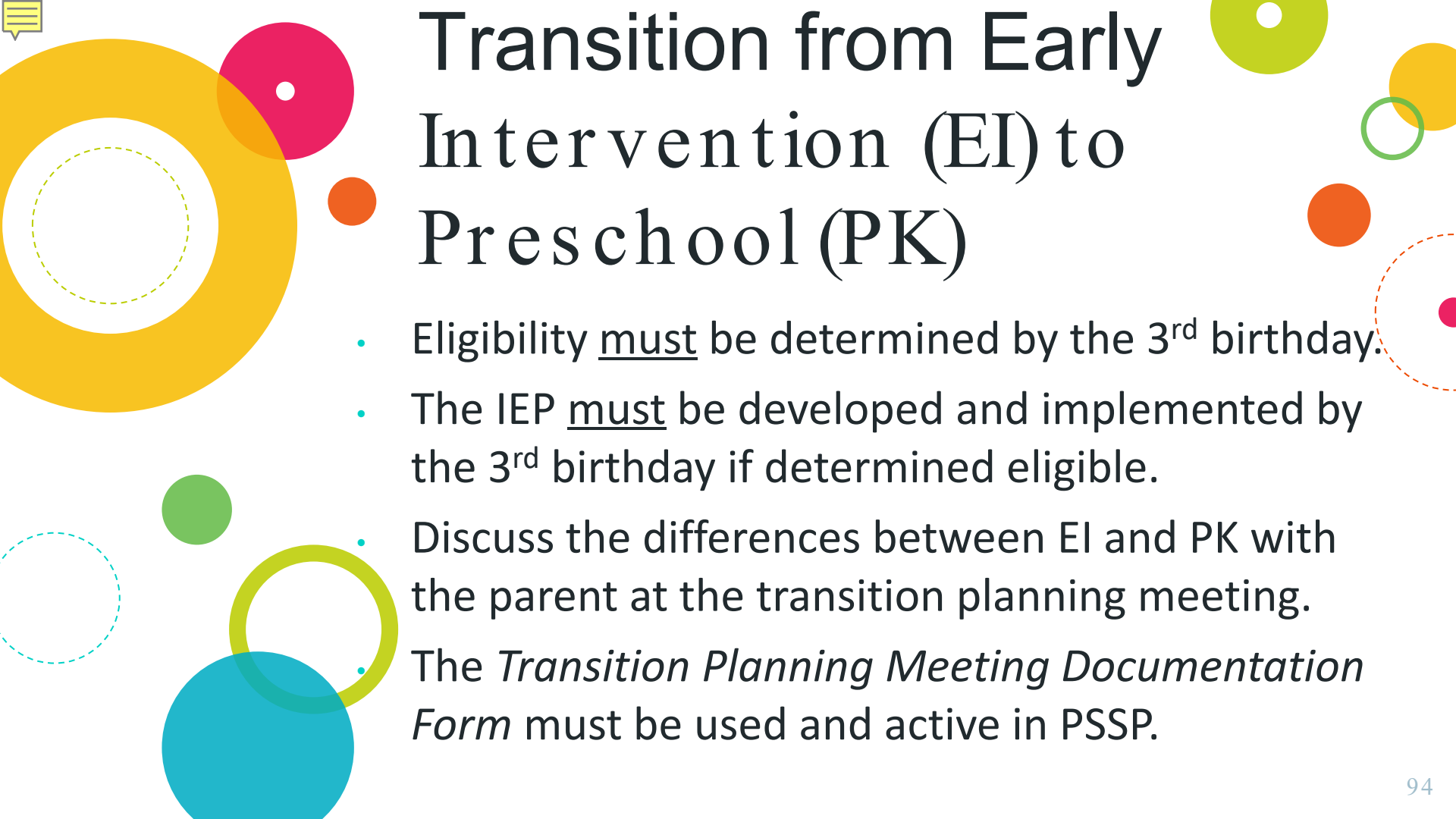
GOLD® RESOURCES & SUPPORT

⦿ An ALSDE-specific Padlet containing resources is available containing videos and written materials.



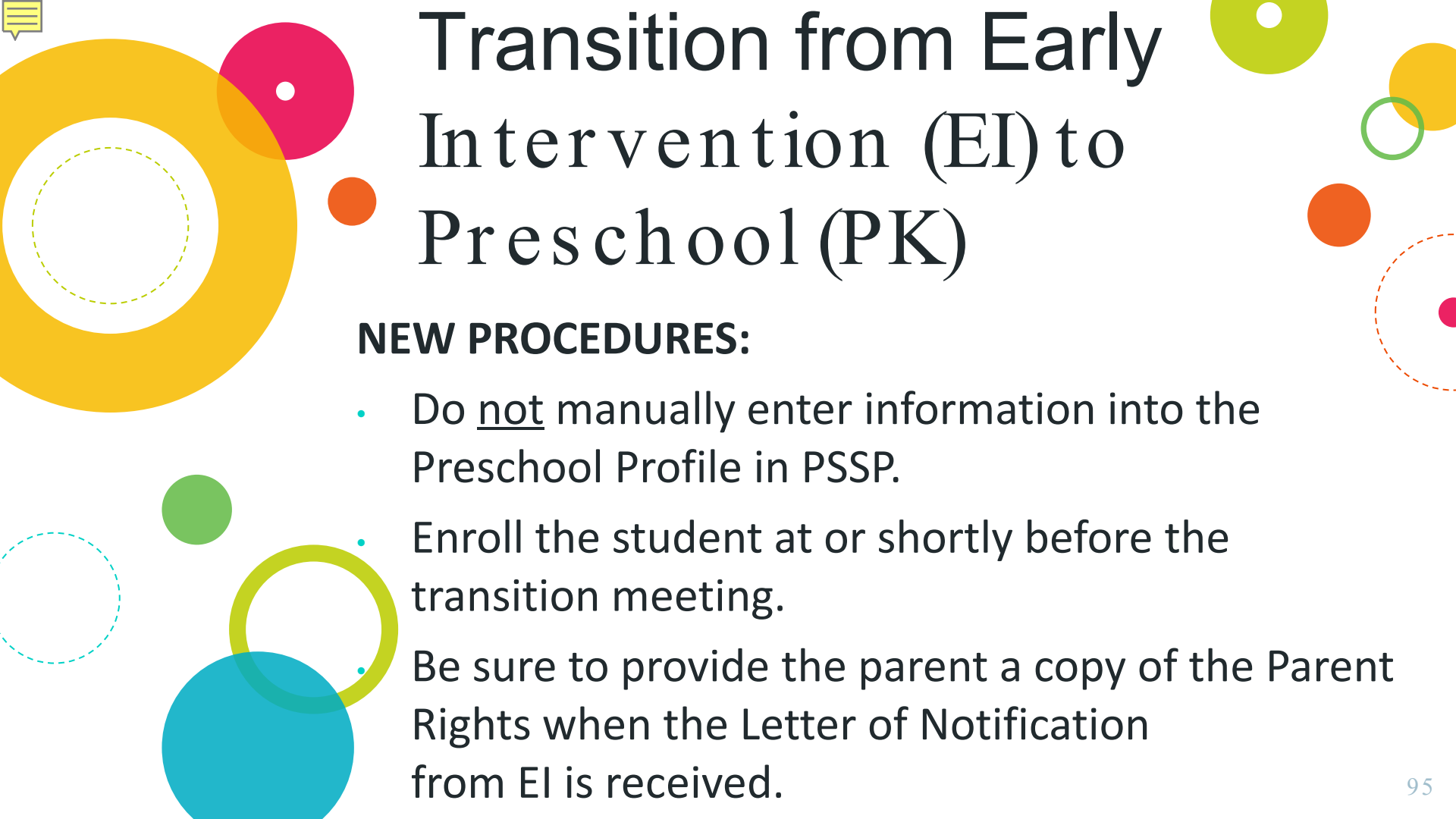
Indicator 12 Target

All state targets are set by OSEP at 100%.



Transition from Early Intervention (EI) to Preschool (PK)

- Eligibility must be determined by the 3rd birthday.
- The IEP must be developed and implemented by the 3rd birthday if determined eligible.
- Discuss the differences between EI and PK with the parent at the transition planning meeting.
- The *Transition Planning Meeting Documentation Form* must be used and active in PSSP.



Transition from Early Intervention (EI) to Preschool (PK)

NEW PROCEDURES:

- Do not manually enter information into the Preschool Profile in PSSP.
- Enroll the student at or shortly before the transition meeting.
- Be sure to provide the parent a copy of the Parent Rights when the Letter of Notification from EI is received.

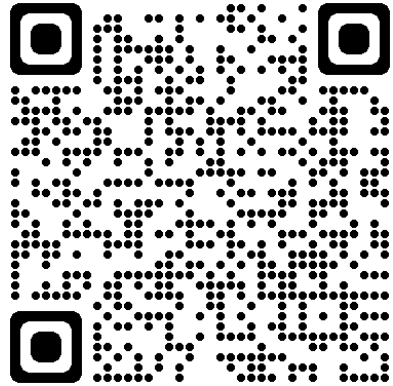
Parentally Placed Private School Students (PPSSS)





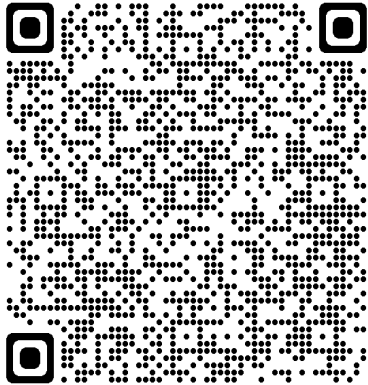
OSEP's Q&A on PPPSS

- Revised February, 2022.
- Includes information on Child Find, evaluation, equitable services, homeschooled children, preschool children, transportation, extended school closures, etc.



The ALSDE on PPPSS

- One Pager: Students Attending a Private School Outside Their LEA of Residence.
- Addresses definition of a private school, Child Find, LEA of residence of the child, and preschool students.



Thank you for all that you do!!



Any questions?

Stephanie Bear

Stephanie.bear@alsde.edu

334-694-4782

100



Credits

Special thanks to all the people who made and released these awesome resources for free:

- © Presentation template by [SlidesCarnival](#)
- © Photographs by [Unsplash](#)