The background is a dark red gradient with various autumn-themed elements scattered around. There are several leaves in different colors: yellow, orange, red, and brown. Some leaves are maple-shaped, while others are more oval or serrated. There are also acorns and small clusters of red berries.

# Alabama State Department of Education (ALSDE) Updates

2025 Early Intervention &  
Preschool Conference

The background of the slide is a dark reddish-brown color, decorated with various autumn-themed elements. There are several colorful leaves in shades of yellow, orange, red, and green scattered around the edges. Some acorns are also visible, including one in the top right and another in the middle left. The word "Agenda" is written in a large, white, sans-serif font in the upper center of the slide.

# Agenda

- 01** Indicator 6: Preschool Least Restrictive Environment (LRE)
- 02** Indicator 7: Preschool Outcomes
- 03** Indicator 12: Early Childhood Transition
- 04** Preschool Compliance: Eligibility and Individualized Education Program (IEP)



# What Are Indicators?

- The *Individuals with Disabilities Education Act* (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) to evaluate its efforts to implement the requirements and purposes of the IDEA and describe how it will improve its implementation.
- The SPP/APR includes indicators that measure child and family outcomes as well as other indicators that measure compliance with the requirements of the IDEA.
- A state is required to submit a SPP at least every six years. Each year, states must report against the targets in its SPP in an APR.

[State Performance Plans/Annual Performance Reports \(SPP/APR\) – Individuals with Disabilities Education Act](#)

# State Performance Plan/Annual Performance Report (SPP/APR) Indicators

- Indicator 1: Graduation
- Indicator 2: Drop Out
- Indicator 3: Assessment
- Indicator 4: Suspension/Expulsion
- Indicator 5: Education Environment (School Age)
- Indicator 6: Preschool Environments
- Indicator 7: Preschool Outcomes
- Indicator 8: Parent Involvement
- Indicator 9: Disproportionate Representation
- Indicator 10: Disproportionate Representation in Specific Disability Categories
- Indicator 11: Child Find
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 14: Post-School Outcomes
- Indicator 15: Resolution Sessions
- Indicator 16: Mediation
- Indicator 17: State Systemic Improvement Plan
- Indicator 18: General Supervision

The image features a central text area surrounded by a decorative border of autumn-themed elements. The border includes various types of leaves in shades of yellow, orange, red, and brown, as well as several acorns and small clusters of red berries. The background is a solid, warm brown color.

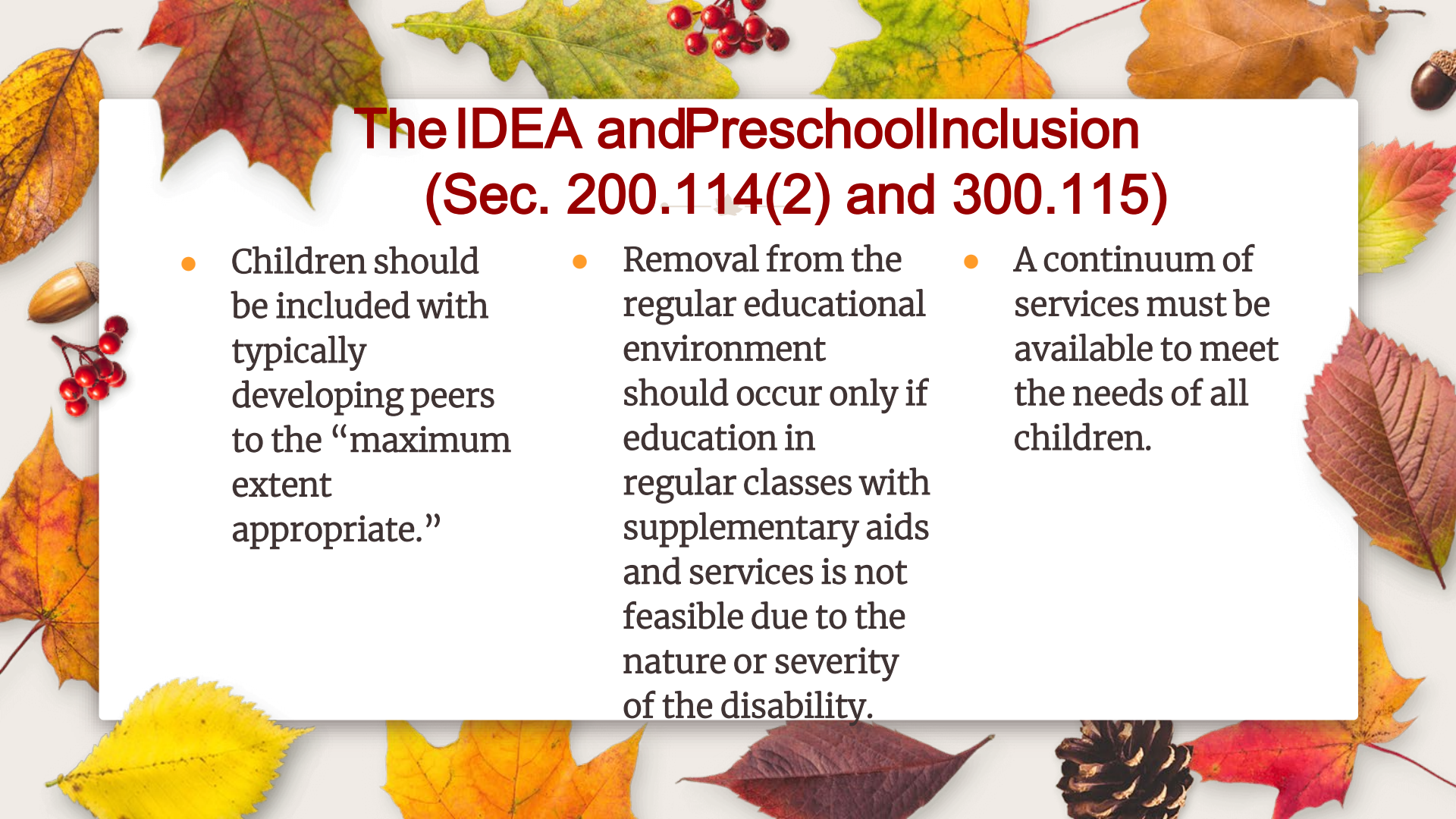
# Indicator 6

## Preschool LRE

The background of the slide is a dark green color, decorated with various autumn leaves in shades of yellow, orange, and red, along with several acorns. The title "Indicator 6 – Targets" is centered at the top in a white, serif font.

# Indicator 6 – Targets

Indicator	2024-2025	2025-2026
<b>6a – Preschool LRE, Regular Early Childhood Program.</b>	> 52.70	>52.95
<b>6b – Preschool LRE, Separate class, school or residential facility.</b>	< 4.28	<4.08
<b>6c – Preschool LRE, services in the home.</b>	< 2.71	<2.61

The background of the slide is a collage of autumn-themed elements. It features several large, colorful leaves in shades of yellow, orange, red, and brown, scattered across the top and bottom edges. Interspersed among the leaves are several acorns, some whole and some in clusters, adding to the seasonal aesthetic. The central text is presented on a white rectangular background.

## The IDEA and Preschool Inclusion (Sec. 200.114(2) and 300.115)

- Children should be included with typically developing peers to the “maximum extent appropriate.”
- Removal from the regular educational environment should occur only if education in regular classes with supplementary aids and services is not feasible due to the nature or severity of the disability.
- A continuum of services must be available to meet the needs of all children.

The slide features a decorative border of autumn-themed elements including various colored leaves (yellow, orange, red, brown) and acorns scattered around the edges. The main title is centered at the top in a large, bold, red font.

# Office of Special Education Programs (OSEP's 1/9/17 Dear Colleague Letter

- The Local Education Agency (LEA) responsible for providing a free appropriate public education (FAPE) to a preschooler with a disability must ensure FAPE is provided in the LRE regardless of whether the LEA operates public preschool programs for children without disabilities.
- Before a child with a disability can be placed outside the regular education environment, the IEP Team must consider if supplementary aids and services could be provided that would enable the child with a disability to achieve satisfactorily in the regular educational setting.

A decorative border of autumn leaves and acorns surrounds the text. The leaves are in various colors including yellow, orange, red, and brown. There are several acorns scattered throughout the border.

# Benefits of the Inclusive Environment

- Inclusion benefits ALL children.
- Children with disabilities do not need to be “ready” to be included. Programs need to be “ready” to support all children.
- Individualized embedded instruction can be used to teach a variety of skills and promote participation in inclusive preschool programs.
- Children’s views and perceptions of disabilities are influenced by teachers/parents.

Brief Summary: Fact Sheet of Research on Preschool Inclusion  
[Brief Inclusion Fact Sheet \(R\).pdf](#)  
([ectacenter.org](#)).

A decorative border of autumn leaves and acorns surrounds the text. The leaves are in various colors including yellow, orange, red, and brown, and are scattered around the edges of the slide. There are also several acorns and small red berries interspersed among the leaves.

# Benefits of the Inclusive Environment for Teachers & SLPs

- Gain knowledge of how the student in the classroom.
  - Increase student learning, integration, and generalization of skills using curriculum-based materials.
  - Obtain data through conducting assessments.
- Provide more accurate present levels.

(Zurawski, 2014)

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown. There are also several acorns scattered throughout the border.

## Common Roadblocks to Inclusion:

Many teachers/SLPs are hesitant to implement an inclusive service delivery model for many reasons including:

- comfort with current delivery model,
- lack of knowledge of curriculum/literacy,
- lack of time for collaboration with PK teachers,
- view of special education staff as assistants, and
- untrained teachers and service providers.

The background of the slide is a dark red color, decorated with various autumn-themed elements. There are several leaves in different colors: yellow, orange, red, and brown. Some leaves are whole, while others are partially visible. There are also several acorns scattered around, some with their caps on. The overall aesthetic is warm and seasonal.

# Start Providing Inclusive Services:

Select a general education partner with whom you already have a good rapport.

Collaborate with your partner to determine how best to provide services (i.e., whole group, small group, etc.) and the materials to be used.

Group students based on several factors including IEP goals, reading levels, and/or ability levels.

Implement therapy and be flexible and open to making adjustments.

(Zurawski, 2014)



# Indicator 6: Percent of Preschool Children Aged 3 to 5 (not K) with IEPs Attending:

## Measurement A:

Regular early childhood program (RECP) and receiving the majority of special education and related services in the regular early childhood program.

(LREs 20, 22)

## Measurement B:

Separate special education class, separate school or residential facility.

(LREs 18, 17, 16)

## Measurement C:

Child does not attend a RECP, special education program or kindergarten and receiving special education and related services in the home.

(LRE 14)

# Indicator 6a: Children Attending a Regular Early Childhood Program and Receiving Services in the Program.



<b>LRE Code:</b>	20	21	22	23	18	17	16	14	19
<b>LRE</b>	RECP 10+ services in program	RECP 10+ services in other location	RECP <10 services in program	RECP <10 services in other location	Separate class	Separate school	Residential facility	Home	Service provider location

**Indicator 6b: Children who do not attend a Regular Early Childhood Program and receive services in special education class, special education school, or residential facility.**



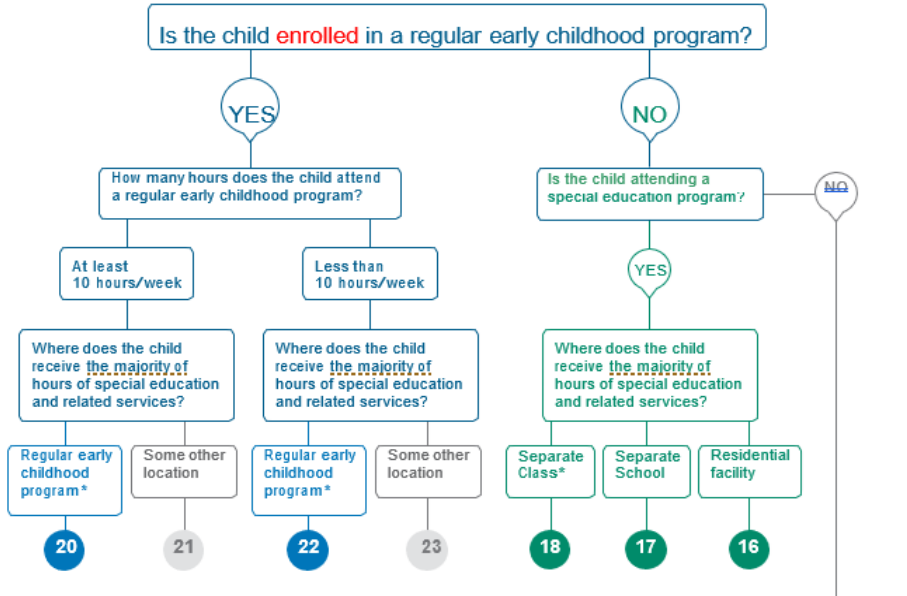
<b>LRE Code:</b>	20	21	22	23	18	17	16	14	19
<b>LRE</b>	RECP 10+ services in program	RECP 10+ services in other location	RECP <10 services in program	RECP <10 services in other location	Separate class	Separate school	Residential facility	Home	Service provider location

# Indicator 6c: Children who do not attend a Regular Early Childhood Program or Special Ed. Program, and receive services in the home.



<b>LRE Code:</b>	20	21	22	23	18	17	16	14	19
<b>LRE</b>	RECP 10+ services in program	RECP 10+ services in other location	RECP <10 services in program	RECP <10 services in other location	Separate class	Separate school	Residential facility	Home	Service provider location

# Preschool LRE Flowchart: LRE Decision Flowchart (alabamaachievements.org)



Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

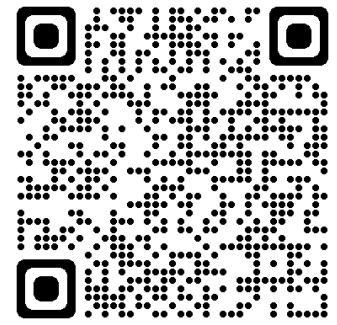
### \*Definitions

**Regular Early Childhood Program** is a program that includes a majority (at least 50%) of nondisabled children (i.e., children without IEPs). This category may include, but is not limited to:

- Head Start
- LEA funded placement in private preschool
- LEA Inclusion Classes
- First Class PreK
- Preschool classes (public or private)
- Group child development center or childcare

**Separate Class** is a special education classroom that includes a majority (at least 50%) of children with disabilities (i.e., children with IEPs). This category may include, but is not limited to, programs in:

- Regular school buildings
- Trailers/Portables
- Childcare facilities
- Hospital facilities (out-patient)
- Other community-based settings



The background of the slide is a collage of autumn-themed elements. It features several large, colorful leaves in shades of yellow, orange, red, and brown, scattered across the top and bottom edges. Interspersed among the leaves are several acorns and small clusters of red berries. The overall aesthetic is warm and seasonal.

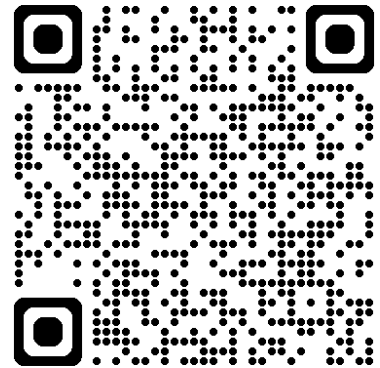
## Regular Early Childhood Program

- Includes a majority (at least 50%) children without IEPs.
- May include (but not limited to):
  - Head Start
  - LEA funded placement in a private preschool
  - LEA inclusion Classes
  - First Class PreK/Office of School Readiness (OSR) class
  - Preschool classes (public or private)
  - Group child development center or childcare

## Trish's Scenario

Trish is 5 years old and goes to the neighborhood school 3 days a week for 4 hours a day to receive her special education services. She attends a classroom where there are 10 children. Six children have IEPs. To start, answer the questions on the Preschool LRE Flowchart to help find the appropriate category for Trish.

What is Trish's LRE?



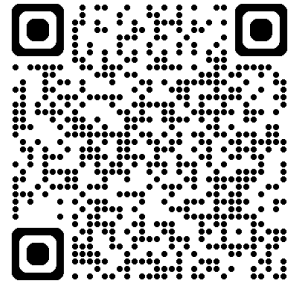
A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown. There are several acorns scattered throughout the border.

## Jackie's Scenario

Jackie attends a community early childhood program 3 days a week for 4 hours each session. Her dad brings her to speech-language services twice a week for an hour each session at the neighborhood school. To start, answer the questions on the Preschool LRE Flowchart to help find the appropriate category for Jackie.

What is Jackie's LRE?

[IDC B6 Project - Scenarios](#)



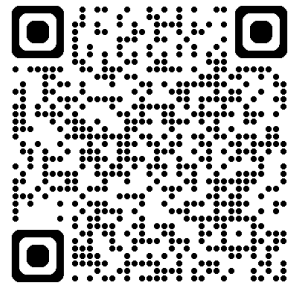


## Tina's Scenario

Tina receives speech therapy 2 times a week for 30 minutes, each session at the neighborhood school. She does not receive any other services or attend any program. To start, answer the questions on the Preschool LRE Flowchart to help find the appropriate category for Tina.

What is Tina's LRE?

[IDC B6 Project - Scenarios](#)

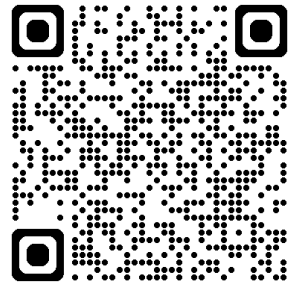




## John's Scenario

John receives special education services in his home. He does not attend preschool or child care. To start, answer the questions on the Preschool LRE Flowchart to help find the appropriate category for John.

What is Jody's LRE?

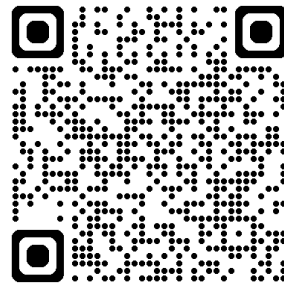




## Jody's Scenario

Jody participates in a private mother's day out preschool program. She attends this program Monday, Wednesday, and Friday 8:30-11:30 and receives special education (90 min./wk.) and speech services (50 min./wk.) in her mother's day out classroom. She receives physical therapy once monthly for 30 minutes on the playground. To start, answer the questions on Preschool LRE Flowchart to help find the appropriate category for Jody.

What is Jody's LRE?



A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown, and are scattered around the edges of the slide. There are also several acorns and small red berries interspersed among the leaves.

# Are You an Inclusion Advocate?

- *Do all children deserve a chance to be in a classroom?*
- *Should a child have to earn his/her way into a classroom?*

The background is a warm, reddish-brown gradient. It is decorated with various autumn-themed elements: several leaves in shades of yellow, orange, red, and brown; a cluster of small red berries; a single acorn; and a pinecone. The text is centered on the page.

# Indicator 7

Preschool Outcomes  
(Measured by GOLD®)

# Indicator 7 – Targets

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



# Help GOLD® Help You



Help

Have questions? Click here for GOLD® support step-by-step instructions and videos.

# Help GOLD® Help You

MyTeachingStrategies® Support

[Home](#)

[Onboarding](#)

[GOLD Videos](#)

[Cloud Videos](#)

[Admin Videos](#)

[Contact Us](#)

[Submit a Case](#)

Welcome to the MyTeachingStrategies® Support Portal.

You can quickly and easily find the support you need by browsing articles or videos from our resource library, or simply type your question into the search bar below.

Ask a question...



# Help GOLD® Help You

## Resource Center

### Implementation Guide

Review key resources the first weeks of school

### Product Updates

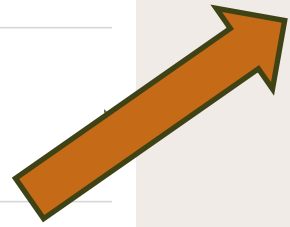
Learn about our latest enhancements and updates

### Support

Find articles and videos about the ecosystem

### Suggestion Box

Submit feedback and review ideas



## Support

### [Support Portal](#)

Quickly and easily find the support you need by browsing articles or videos from our resource library

### [Submit a Case](#)

Complete a case for issues you are unable to find answers to in the Support Portal

### [Performance Status](#)

This page provides up-to-date information about the availability of the Teaching Strategies online systems and solutions

### [Connect with Experts and Peers on the Hub](#)

Explore the Hub and join moderated discussion forums and

# Collaboration: Access to First Class Pre-K/OSR Students

Request Team Member access for students with IEPs who attend First Class Pre-K/OSR (4<sup>th</sup> column of the GOLD® Padlet).

- Requestor must first have an account in GOLD®.
- This request goes through State-level administration, not the local program.
- Once Team Member access is granted, these students will show in “My Caseload” under “My Classes” in GOLD®.

## [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](#)

# Collaboration: Access for Special Educators to First Class Pre-K/OSR Students

The screenshot displays the Teaching Strategies SmartReach user interface. At the top, the navigation bar includes the Teaching Strategies logo, the current page title 'Early Childhood/Pre-Kindergarten', an 'EMULATING' status indicator, the SmartReach logo, and icons for Library, Messages, and Help. A left-hand navigation menu lists 'Home', 'Teach', 'Assess', 'Engage', 'Develop', 'The Hub', and 'Report'. A central dropdown menu is open, listing 'MY CLASSES' with options: 'Early Childhood/Pre-Kindergarten', 'Homeroom', 'Speech or Language Impairment Services', and 'My Caseload' (which is circled in red). Below this menu, a list of class items is visible: 'Large Group', 'Language With Liz', 'Outdoors', and 'Snack Time/Bathroom'. On the right side of the interface, there is a 'Notepad' widget with a text input field and 'Cancel' and 'Save' buttons, and a 'Reminders' widget below it.

# Collaboration: First Class Pre-K/OSR Students

- Use the form in the 4<sup>th</sup> column of the GOLD® Padlet to provide information to the classroom teacher.
- Work with the classroom teacher to upload evidence and suggest preliminary levels for objectives related to IEP goals.
- First Class Pre-K/ORS classroom teacher is responsible for completing and finalizing checkpoints for their students.
- First Class Pre-K/OSR will exit its students.

## 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.



## Private Instances of GOLD®

Any HeadStart, daycare, etc. that is doing GOLD®, but is NOT a First Class Pre-K/OSR classroom, has a private instance of GOLD®.

- There may be different types of classrooms within one center, depending on the funding mechanism.
- The case manager/LEA determines whether or not a classroom is First Class Pre-K/OSR.
- If it is NOT First Class Pre-K/OSR, we can NOT access their data.
- The case manager must complete entry and exit GOLD® checkpoints for these students.

# Special Education vs. First Class Pre-K/OSR: GOLD® Procedures

## Special Education:

1. Complete two checkpoints (entry and exit) during the preschool career.
2. Upload evidence for some objectives.
3. Complete GOLD® only for children who have received at least 6 months (183 days) of special education services.

## First Class Pre-K/OSR:

1. Three checkpoints during the four-year-old year are required to be completed.
2. Evidence is required for all objectives.
3. The GOLD® is completed for all children.



# Uploading Evidence in GOLD®

Case managers are required to upload evidence for at least two objectives in GOLD®.

- You may upload more if you so choose, but are required to do at least two.
- Evidence may be anything written (medical reports, EI reports, Family Focus Interview (FFI), Natural Environment Observation (NEO), therapy notes, assessments), pictures, videos, etc.
- You may select the objectives for which you upload evidence.

# GOLD® School Year Timeline

JUL

AUG

SEP

OCT

NOV

DEC

JAN

FEB

MAR

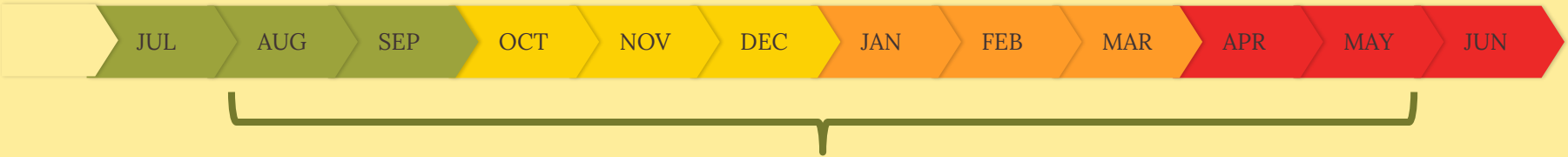
APR

MAY

JUN

- Ensure every student is showing in your class in GOLD®.
- Update all student data for existing and new students.
- Complete/finalize an entry checkpoint for each student within 60 days of the date services begin.
- Complete an exit checkpoint within 30 days of exit if students exit before the end of the school year.

# GOLD® School Year Timeline



- Complete Exit within 30 days anytime other than the end of the year, and the student has had at least six months of services (no longer eligible, parent revoked services, moved, etc.).
- Collect evidence to support your GOLD® levels-therapy data, assessments, interviews, observations, medical records, teacher tests, etc.

# GOLD® School Year Timeline



Complete exit for students transitioning to kindergarten with at least six months of services by May 15, 2026.

A decorative border of autumn leaves and acorns surrounds the central text box. The leaves are in various colors including yellow, orange, red, and brown. There are also several acorns scattered throughout the border.

# Exiting Students in GOLD®

- Complete and finalize Spring 2025-2026 checkpoints for all students exiting with at least six months of services.
- Ensure that all exiting students have two checkpoints completed and finalized (to measure progress, at least two data points are needed).

# Troubleshooting in GOLD®

See GOLD® Troubleshooting in the GOLD® tab of the Preschool LiveBinder.

## GOLD® ★ Troubleshooting

### Troubleshooting

If you make changes in GOLD®, please allow at least two hours for changes to show in the reports.

Remember, at **least two checkpoints must be completed and finalized** for each student to show progress required to be reported to OSEP.

To view individual student checkpoints, administrators can emulate the Teacher ([Managing Users in SmartTeach](#)), click on “Assess,” then “Checkpoints.” Toggle to the correct checkpoint (Winter 2022/2023, Spring 2024/2025, etc.) and view student checkpoints.

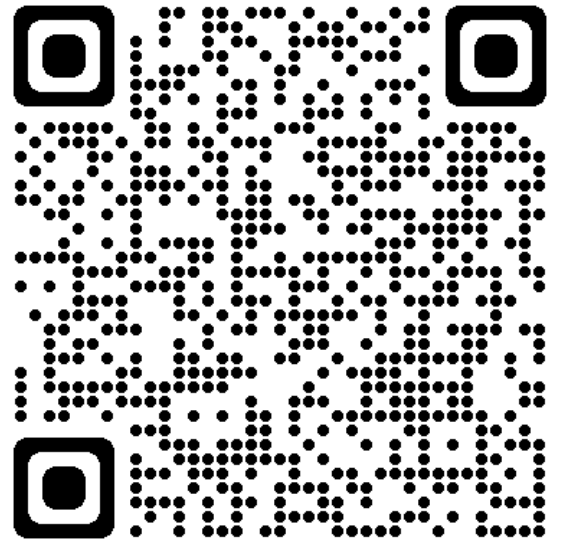
When a student is ready to be exited, his/her GOLD® should look like this.



If all of the boxes are not teal with a white checkmark, advise the case manager to finish all objectives and finalize the checkpoint by following these instructions: [How do I finalize checkpoints?](#)

# Teaching Strategies GOLD®

**GOLD® Resources & Support:** An ALSDE-specific Padlet containing resources is available containing videos and written materials.



# The GOLD® Padlet

## AL OSEP Support & Resources

### Getting Started & OSEP Entry

#### OSEP Walkthrough Webinar (9/11/2024)



teachingstrategies.zoom.us

#### Intro to GOLD® from ALSDE



Video - 17:10

#### ALSDE GOLD® Training Intro PPT



Teaching Strategies GOLD®  
**ALABAMA STATE DEPT OF EDUCATION (ALSDE) INTRODUCTION**

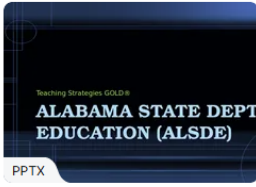
### OSEP Exit

#### Exiting Children from GOLD® from ALSDE



Video - 08:16

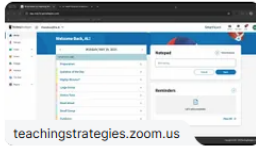
#### ALSDE Exiting Children from GOLD® PPT



PPTX

### OSEP Exiting & Reports for Administrators

#### Exiting Child Records from OSEP for Administrators - May, 2025



teachingstrategies.zoom.us

#### March 2025 SmartTeach Checklist for Administrators



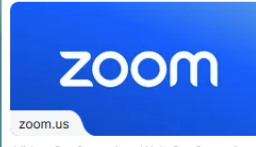
PDF

#### How-To VIDEO: OSEP Exiting Steps & Reports for Administrators (4 min)



### First-Class PreK Guidance

#### OSEP Exiting Support for FC PK Admins 05.23.25, use Passcode: H7Fn&H6Q



zoom.us

Video Conferencing, Web Conferencing, Webinars, Screen Sharing

#### For First-Class PreK Support, Start Here

##### OSEP Guidance for First-Class PreK Teachers

*Start of the School Year or When a Child with an IEP Begins in Your Class*

"For students with Individual Education Plans (IEPs) who are in First-Class PreK, you will work with the child's case manager (individuals) responsible for supporting the child through the IEP, who should provide you with:

- Student level of special education services
- IEP if applicable
- Additional evidence of learning gaps or educational needs in SmartTeach

**For CHILDREN WITH IEPs IN SmartTeach™, First-Class PreK Teachers will:**

1. **Verify/Update the following information in a child's details in SmartTeach:**

- **Enter 1 State under First-Class PreK Guidance in the OSEP Support Field:** "PreK" unless there is a change from the state indicator shown on the Sign Up for PreK screen. Check the current field and the state screen. Click on the Sign Up for PreK screen for the list to confirm that child's status again.

- **Check the New Student on the right side of the screen for accuracy:** "If there is a change in child's profile, to the Additional Information section."

- **IF IEPs ARE LISTED as the student to show their IEP record additional "view records" if it is, please select:**

- "view records" if it is, please select:

- "view records" if it is, please select:

### Support & Resources

#### Submit a Technical Support Case for SmartTeach

teachingstrategies.my.site... tadpoles

#### GOLD® ODL B-3



PDF

GOLD ODL B 3 Online Progressions SECURED

#### Teaching Strategies Objectives for Development & Learning



GOLD\_HJNDT\_B\_3\_Objectives\_1\_ (1)



# The GOLD® Padlet

- The “AL OSEP FAQs SY 24-25” (column 1).
- The 9/11/24 Walkthrough Webinar.
- The Team Member Access form for First Class Pre-K students (column 4).
- The GOLD® Objectives for Development & Learning (column 5).



# Indicator 12

## Early Childhood Transition

A decorative border of autumn leaves and acorns surrounds the text. The leaves are in various colors including yellow, orange, red, and brown. There are several acorns scattered throughout the border.

# Indicator 12: “t”ransition

- Indicator 12 is a compliance indicator.
- Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.(20 U.S.C. 1416(a)(3)(B))
- Alabama’s target is 100% compliance.

A decorative border of autumn leaves and acorns surrounds the text. The leaves are in various colors including yellow, orange, red, and brown, and are scattered around the edges of the page. There are also several acorns and small red berries interspersed among the leaves.

# Purpose of “t” ransition

- Prepare the family and the child to exit from Part C to Part B or to other placement options.
- Equip and prepare the family for what lies ahead.
- Ensure the family is informed and prepared for upcoming changes.
- Ensure services are continued without interruption.

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown, and are scattered around the edges of the page. There are also several acorns and small clusters of red berries interspersed among the leaves.

# Similarities and Differences: Eligibility

Early Intervention (EI) (Part C)	Preschool Special Education (Part B)
Eligibility based on percent of delay.	Eligibility based on <i>Alabama Administrative Code</i> (AAC) criteria.
May be determined eligible due to a diagnosis.	May not be determined eligible solely due to a diagnosis.

\* Current evaluations from EI must be accompanied by a parent release form, and may be used to help determine eligibility for preschool special education and related services if they meet AAC criteria.



# Similarities and Differences

Early Intervention (Part C)	Preschool Special Education (Part B)
Services are provided from birth to the day the child turns three.	Services are provided from ages three to twenty-one.
Individualized Family Service Plan (IFSP) is required.	An IEP is required.
IFSPs are reviewed at least every 6 months.	IEPs are reviewed annually.
Family participation is required.	Parents participate in the special education process.
Service coordinator is responsible for coordinating all EI service listed on the IFSP.	The designated case manager is responsible for informing service providers of responsibilities listed on IEP.
Services provided in the natural environment.	Services provided in the LRE.

A decorative border of autumn leaves and acorns surrounds the text. The leaves are in various colors including yellow, orange, red, and brown. There are several acorns scattered throughout the border.

## Develop Practices, and Procedures for Indicator 12

Each LEA should designate someone to:

- Receive the letters of notification from EI.
- Enroll the student in PowerSchool Student Information System (SIS).
- Send Special Education Rights when letters are received.
- Track the third birthday timelines for eligibility.
- Track the eligibility determination and IEP development timelines.
- Ensure all timelines are met for EI transition students.

# EI Notification to Local Education Agency

The Early Intervention Service Coordinator (EISC) will email the *Early Intervention Notification to LEA* to notify the LEA of a child referred 120–90 days before the child's third birthday.

## Early Intervention Notification to Local Education Agency



Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Re:  (child name) DOB: \_\_\_\_\_ 3rd Birthday: \_\_\_\_\_

Entry to AEIS (initial IFSP date): \_\_\_\_\_

Parent: \_\_\_\_\_ Address: \_\_\_\_\_  
Phone: \_\_\_\_\_ County: \_\_\_\_\_

Dear \_\_\_\_\_

*I am notifying your LEA that the above mentioned child was ELIGIBLE (eligibility date: \_\_\_\_\_) for EI less than 90 days prior to his/her third birthday. No transition meeting will be scheduled.*

\_\_\_\_\_ I am extending an invitation to you or a designated LEA representative to attend a Transition Planning Meeting.

Based on the family's current residency and their understanding of the school districts for their neighborhood, they have asked me to notify you of their child's impending third birthday and their wish to have Part B eligibility determined by your team. While assisting this family in developing a Transition Plan, I have provided information about the transition process and community placement options available to the child at age three, including information about your Local Education Agency (LEA) as an important option.

The purpose of the Transition Planning Meeting is to introduce you to the parents, provide them an opportunity to ask questions about the LEA and discuss your referral process and eligibility guidelines. Based on federal requirements, we should agree to convene a Transition Planning Meeting prior to the child turning 33 months or as soon as possible based on the IFSP date. For purposes of the Transition Planning Meeting it is necessary that only one LEA representative be present. Of course, if it is convenient for your IEP team to combine this meeting with the LEA Referral Meeting, we will be happy to accommodate based on the convenience for the family, but please allow additional time. Convenient times for this family to meet are: \_\_\_\_\_

To acknowledge receipt of this notification, please call, fax, e-mail or send to physical address below.

Service Coordinator Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_



Alabama's  
Early  
Intervention  
System

Sincerely,

Service Coordinator  
EI Program  
Address

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown. There are also several acorns scattered throughout the border.

# Alabama's Procedural Safeguards (*Special Education Rights*)

- Send *Special Education Rights* and cover letter immediately after receiving the Letter of Notification from EI.
- Record the sending date in the Exceptions to the EI Tracking Log (ETL).
- If referred for special education testing, note the sending date in PowerSchool Special Programs.

## Indicator 12: Exceptions to the Early Intervention Tracking Log (ETL)

**Purpose:** To document the names of children not included on the EI to Preschool Tracking Log.

**LEA Name:** \_\_\_\_\_

NAME	DOB	REASON CHILD IS NOT ON THE LOG	Date Special Education Rights Sent to Parent(s)

Add rows as needed.

If the child moved to another LEA, include the name of the receiving LEA, the contact person to whom the notification was forwarded, and the date the information was sent in the table below.

NAME	DOB	Receiving LEA	LEA Contact	Date Sent to LEA

Add rows as needed.

Updated 7/9/25

A decorative border of autumn leaves and acorns surrounds the text. The leaves are in various colors including yellow, orange, red, and brown, and are scattered around the edges of the page. There are also several acorns and small clusters of red berries interspersed among the leaves.

# When a Child's Referred to Preschool

- After the LEA contact receives the EI Notification Letter, the EISC will make contact to schedule the Transition Planning Meeting.
- The Transition Planning Meeting is held prior to 3 months before the child's third birthday (no fewer than 90 days prior).
- It is the EISC's responsibility to follow up with the LEA if there is no response to the notification letter.
- Parent, LEA representative, and EI Service Coordinator must attend.

**\*This is an EI meeting.**

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Date of letter of notification from EI received: \_\_\_\_\_ Receiving LEA: \_\_\_\_\_

Check the box below that corresponds with the information received on the Early Intervention Notification letter.

The child was determined eligible by EI less than 90 days before their third birthday. No transition meeting will be scheduled. (If this box is checked, the rest of the form will not be completed. EI will be selected as the Referral Type on the Referral form.)

**OR**

EI to convene a Transition Planning Meeting with the LEA representative and the parent(s) of the child. (If this box is checked, fill out the rest of this form.)

**Services student received through the EI Program:**

Where were services provided?  Home  Daycare  Clinic  Other

Does the student attend:  Daycare  Mother's Day Out  Nursery School  Other

Days/Times Student Attends: \_\_\_\_\_

Name/Address of Program: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Medication Taken: \_\_\_\_\_

Reason for Medication: \_\_\_\_\_

Doctor's Name: \_\_\_\_\_

Strengths of the Child: \_\_\_\_\_

Needs of the Child: \_\_\_\_\_

Additional Information:

Current Evaluations	Examiner	Agency	Date

POSITION	PARTICIPANTS	DATE
Parent		
Parent		
EI Service Provider		
LEA Representative		

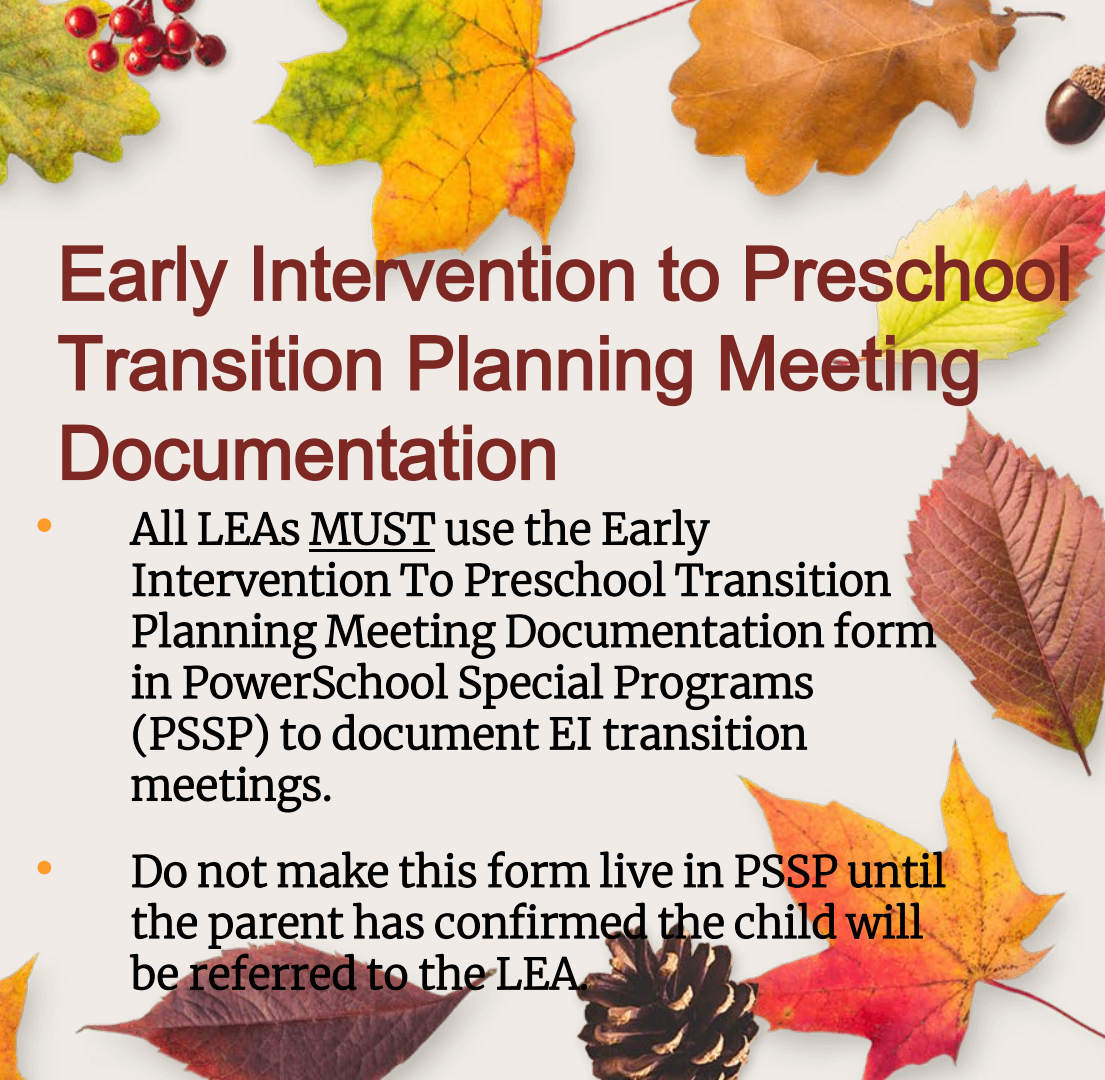
I GIVE PERMISSION for my child to be referred to the LEA.

I DO NOT GIVE PERMISSION for my child to be referred to the LEA.

Parent(s) agreed or requested to have the referral meeting today.

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date of Signature



# Early Intervention to Preschool Transition Planning Meeting Documentation

- All LEAs MUST use the Early Intervention To Preschool Transition Planning Meeting Documentation form in PowerSchool Special Programs (PSSP) to document EI transition meetings.
- Do not make this form live in PSSP until the parent has confirmed the child will be referred to the LEA.



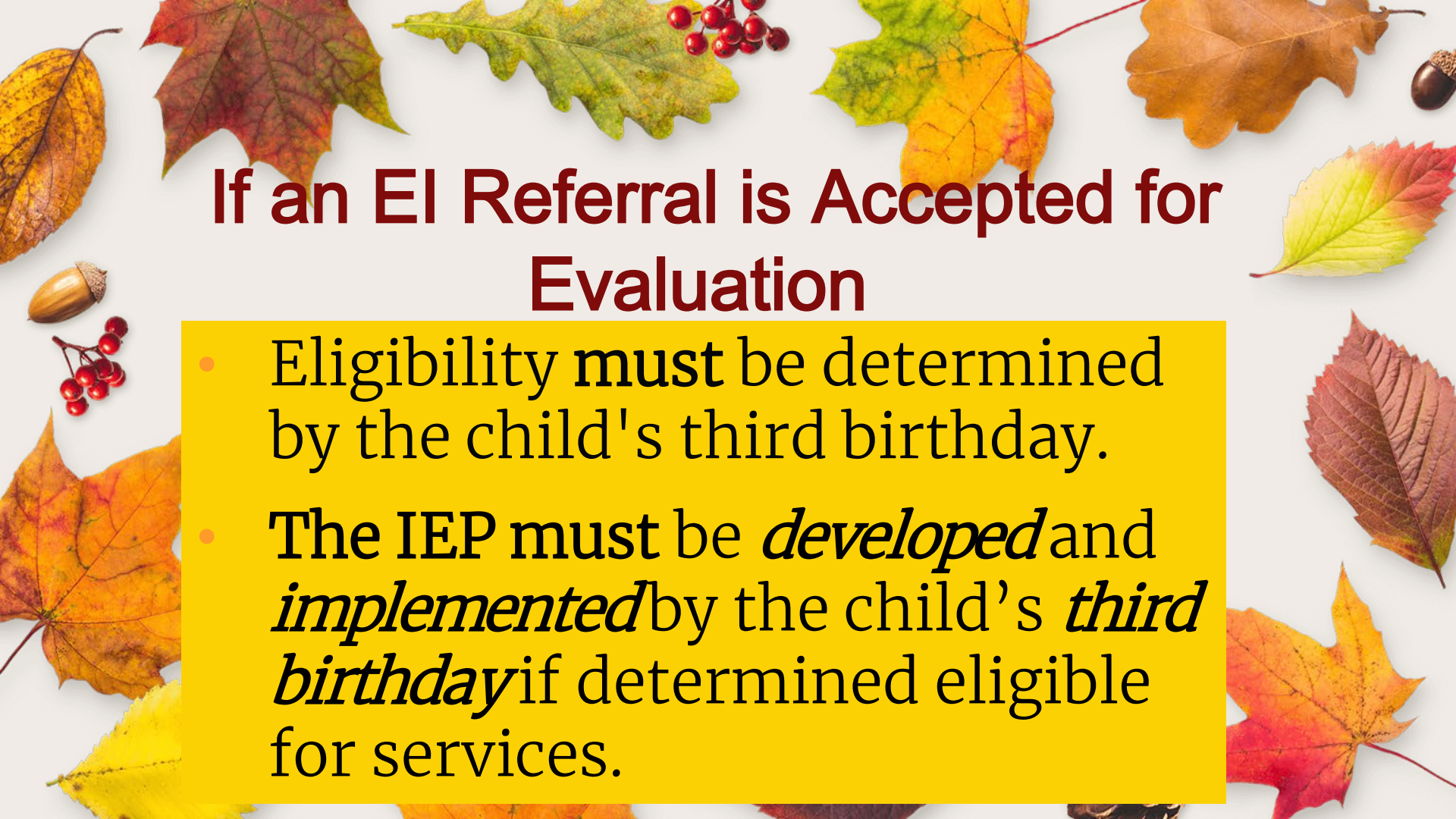
# The “t”ransition Meeting

- If the parent does not agree for the child to be referred to the LEA, then the process stops.
- If the parent decides he/she wants to refer the child at a later date, the referral becomes a parent referral.

A decorative border of autumn leaves and acorns surrounds the text. The leaves are in various colors including yellow, orange, red, and brown, and are scattered around the edges of the slide. There are also several acorns and small red berries interspersed among the leaves.

# Reasons for NO Transition Meeting

- All required members did not attend.
- The EISC closed the student's file after notification was sent to the LEA.
- There are less than 90 days before the child's third birthday.
- The referral was received less than 45 days prior to the third birthday – this is a parent referral.

A decorative border of autumn leaves and acorns surrounds the text. The leaves are in various colors including yellow, orange, red, and brown, and are scattered around the edges of the page. There are also several acorns and small clusters of red berries interspersed among the leaves.

## If an EI Referral is Accepted for Evaluation

- Eligibility **must** be determined by the child's third birthday.
- The IEP must be *developed* and *implemented* by the child's *third birthday* if determined eligible for services.

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown. There are also several acorns scattered throughout the border.

# Determine Eligibility

- Evaluate the child according to the AAC.
- Any of the 13 disability categories listed in the AAC may be used for preschool students.
- Per the IDEA, students should be assessed in all areas of concern.

A decorative border of autumn leaves, acorns, and berries surrounds the text. The leaves are in various colors including yellow, orange, red, and brown. There are several acorns and small red berries scattered throughout the border.

# Develop the IEP

- The IEPs for preschool students are largely the same as those for school-age students.
- For students transitioning from EI to Preschool, justify on the Profile Page if the IEP will not be implemented on the child's third birthday.
- Be sure to include the correct LRE Code (calculate the amount of time the child receives special ed. and related services in the regular early childhood environment).

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown. There are also several acorns scattered throughout the border.

# Reminders

- One person, in addition to the Special Education Coordinator should receive and confirm receipt of ALL Letters of Notification from EI.
- Emails sent monthly from the ALSDE contain your LEA's *EI to Preschool Notification Sent to LEA Report*, (includes a reminder of the process).

# Notification Sent to the LEA from ALSDE

- A secure file from ALSDE containing the LEA's *EI Letter of Notification Sent to LEA Report* is sent to the preschool contact and Special Education Director/Coordinator.
- Notification comes from the ALSDE only during the months during which EI has a child transitioning to the LEA.

Alabama Department of Rehabilitation  
Services  
Notification Sent to LEA  
4/1/2025 through 9/30/2025

#49

Smart County

Child Name	Date of Birth	Notification Date
Day, Summer	10/3/2022	7/24/2025
Knight, Legend	10/13/2022	7/24/2025

A decorative border of autumn leaves and acorns surrounds the text. The leaves are in various colors including yellow, orange, red, and brown. There are also several acorns and small clusters of red berries scattered throughout the border.

# If the ALSDE report does NOT match the Letters of Notification from EI

- Email [giftsPre-K@alsde.edu](mailto:giftsPre-K@alsde.edu) as soon as possible after receipt of the report to request a link to securely send student names.
- Do NOT email student names or other personally identifiable information (PII) to the ALSDE or to EI.
- The ALSDE will report any discrepancies to EI.



# Quick Reference Guide for Timely & Late *Notification to the LEA Letters*

## 120 – 90 Days before the Child's 3<sup>rd</sup> Birthday

- Transition meeting is held.
- This is an EI referral.
- If parents decide NOT to refer, the child's name goes on the Exceptions to the EI Tracking Log (ETL).
- Evaluation must take place by or before the child's 3<sup>rd</sup> birthday (unless there is an acceptable reason for the delay).

The IEP should be developed and implemented by the child's 3<sup>rd</sup> birthday (unless the child was determined not eligible for special education services or there is an acceptable reason for the delay).

*Child's name should appear on the EI to Preschool Tracking Log.*

The slide features a decorative border of autumn leaves in various colors (yellow, orange, red, brown) and clusters of red berries. A white banner at the top contains the main title, and a red banner below it contains the subtitle. The main content is a bulleted list of requirements for an EI referral.

# Quick Reference Guide for Timely & Late *EI Notification to the LEA* Letters

## 89 – 45 Days before the Child's 3<sup>rd</sup> Birthday

- No transition meeting is required.
- This an EI referral.
- Evaluation must take place by or before the child's third birthday (unless there is an acceptable reason for the delay).
- The IEP must be developed and implemented by the child's third birthday (unless the child was determined not eligible for special education services or there is an acceptable reason for the delay).
- *Child's name should appear on the EI to Preschool Tracking Log.*



# Quick Reference Guide for Timely & Late *EI Notification to the LEA* Letters

## 44 or Fewer Days before the Child's 3<sup>rd</sup> Birthday

- No transition meeting is held.
- Referral becomes a parental referral.
- Evaluation may or may not take place by or before the child's third birthday.
- *Child's name will NOT appear on the EI to Preschool Tracking Log.*

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown. There are several acorns scattered throughout the border.

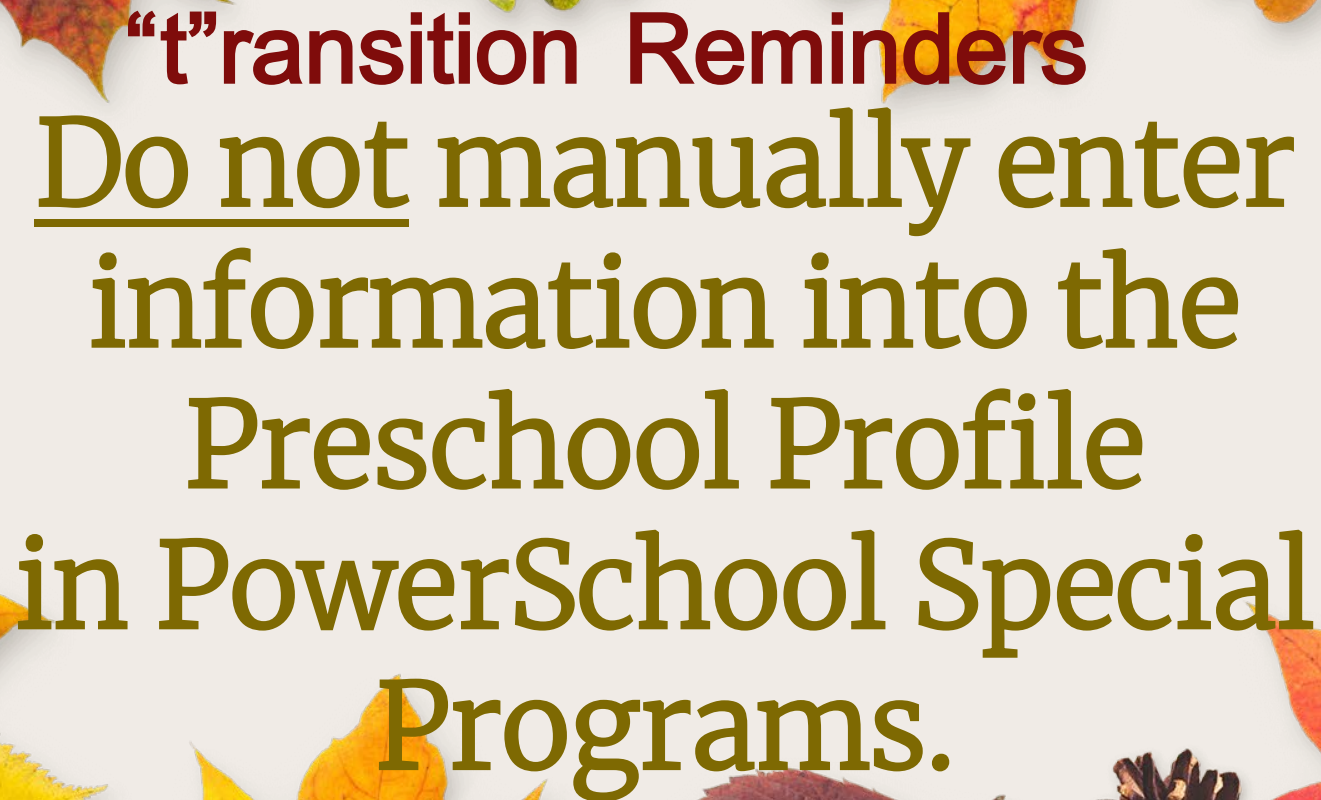
# Transition Reminders

- Referral, evaluation, eligibility, and/or IEP may **NOT** be delayed due to enrollment and/or paperwork issues.
- Demographic information must be correct in PowerSchool (misspellings, nicknames, adoptive names, hyphenated last names, double last names, etc.).
- Be flexible when scheduling.
- Schedule when convenient for parents, not LEA staff.
- Do not restrict meetings to only on Fridays, virtually, via telephone, etc.



# If Early Intervention Closes the File

- Send the parent the procedural safeguards.
- Send a letter to the parent with the LEA's contact information stating that the LEA stands ready to evaluate the child.
- Document all information sent.
- Enter the student's name and date of birth on the ETL (required).

The background is a white surface decorated with various autumn-themed elements. There are several leaves in different colors: yellow, orange, red, and brown. Some leaves are maple-shaped, while others are more oval or serrated. There are also several acorns and small clusters of red berries scattered around the text.

**“t”ransition Reminders**  
**Do not manually enter**  
**information into the**  
**Preschool Profile**  
**in PowerSchool Special**  
**Programs.**

Child's Name: \_\_\_\_\_ DOB \_\_\_\_\_

Child MUST be evaluated and IEP implemented (if eligible) by: \_\_\_\_\_ (3<sup>rd</sup> birthday)



### Indicator 12: Early Intervention (EI) to Preschool Checklist

Date Completed	Steps	<b>BEFORE THE TRANSITION MEETING</b> <b>*If you have not heard from EI about a scheduled transition meeting continue to reach out to the EI Service Coordinator (EISC) until you receive an answer.</b>
	<b>1</b>	Create a system to keep track of notifications received from EI. *Enter child's information into an LEA-created tracking system (not PowerSchool).
	<b>2</b>	Received <i>Early Intervention Notification to Local Education Agency</i> letter from EI. <input type="checkbox"/> Yes <input type="checkbox"/> No Date email sent by EI: _____.
	<b>3</b>	Acknowledge that you have received the notification from EI by sending an email to the EISC who originally sent the email. <input type="checkbox"/> If the child is not in your school zone, immediately forward the notification to the LEA where the child is zoned and notify the EISC of the change (place a check in the box if this is the case). Date and the name of the <u>LEA</u> the notification was forwarded to: _____.
	<b>4</b>	Send Alabama's Procedural Safeguards (Special Education Rights) and the Cover Letter to the parents/guardians of the potential student.
	<b>5</b>	Receive monthly notification from ALSDE. *You will receive a notification from ALSDE if you have received a notification from EI for that month.
	<b>6</b>	Compare the list of students received from EI to the list received from the ALSDE.
	<b>7</b>	If there is a discrepancy, email <a href="mailto:giftsprek@alsde.edu">giftsprek@alsde.edu</a> to request a secure file to report the discrepancy.

## DURING AND AFTER THE TRANSITION MEETING

8

EI will schedule a Transition Meeting

\*If EI closes the file before the transition meeting, send the Special Education Rights, the Cover Letter, and contact the parents to inform them they may refer their child for testing at any time; this fulfills the LEA's Child Find obligations.

EI Closed File (check this box if applicable).

9

Attend the Transition Meeting and complete the paper copy of the *\*Early Intervention Transition Planning Meeting Documentation* form.

\* Use paper copy until parent agrees to refer the child to the LEA for testing.

10

If the parent agrees to refer the child for testing, enroll the child into PowerSchool Student Information System (SIS). Do not enroll the child prior to the meeting.

\*Make the *Early Intervention Transition Planning Meeting Documentation* form live in PowerSchool Special Programs (PSSP). Create a new document (*Early Intervention Transition Planning Meeting Documentation*) and type the information from the paper copy onto the form in PSSP. Save and finalize this document.

11

Follow the initial referral process (Process Chart 1 in *Mastering the Maze*).

12

If the parent does not want to refer the child for testing in the LEA, please include the child's name, date of birth, and an explanation of why the child is not on the EI to Preschool Tracking Log in the Exceptions to the Early Intervention Tracking Log (ETL) document.

A decorative border of autumn-themed elements surrounds the central text. It includes various types of leaves in shades of yellow, orange, red, and brown, some with green still visible. There are also several acorns and small clusters of red berries scattered throughout the border.

# Preschool Compliance

The image features a central text element surrounded by a decorative border of autumn-themed elements. The border includes various types of leaves in shades of yellow, orange, red, and brown, as well as clusters of small red berries and several acorns. The background is a solid, muted green color.

# Eligibility

A decorative border of autumn leaves and acorns surrounds the text. The leaves are in various colors including yellow, orange, red, and brown, and are scattered around the edges of the page. There are also several acorns and small clusters of red berries interspersed among the leaves.

# Eligibility

## Prong II Requirements

1. Repeat of same assessment,
2. At intervals, and
3. Reported to parents.

\*If it is on eligibility, it must be correct.

Prong II is NOT required for preschool, articulation, voice, fluency, traumatic brain injury, parent referral, or severe problems requiring immediate attention.

AAC 290-8-9-.01(4)

A decorative border of autumn leaves and acorns surrounds the text. The leaves are in various colors including yellow, orange, red, and brown, and are scattered around the edges of the page. There are also several acorns and small red berries interspersed among the leaves.

# Eligibility

“4. Evidence of adverse effect.

(i) A family interview documenting strengths, needs, and concerns.

(ii) An observation of the child in an age-appropriate environment.”

AAC, 290-8-9.03(3)(c)4

**Adverse Effect:**

The disability must have a negative impact on the child’s educational performance.

- Family Focus Interview “should be completed by LEA Personnel through interview format with the parent or guardian.”

Natural Environment Observation “should be completed by LEA Personnel in conjunction with the parent(s), childcare provider, preschool, teacher(s), or other service providers (ex.: PT, OT).”

The image features a central text element 'IEP' surrounded by a decorative border of autumn-themed elements. The border includes various types of leaves in shades of yellow, orange, red, and brown, as well as clusters of small red berries and several acorns. The background is a solid, muted green color.

IEP

The page is framed by a decorative border of various autumn leaves and acorns. The leaves show a range of colors from bright yellow and orange to deep red and brown. There are several acorns scattered throughout the border, some with their caps on. The background is a plain, light color.

# IEP Profile Page

**Strengths of the Student:** include academic and functional, focus on strengths in this section.

**Parental Concerns:** include all information from parents, not just information from a form (not NA).

**Student Preferences & Interests:** student likes/preferences; include any transition information if appropriate.

The page features a decorative border of autumn-themed elements. At the top, there are several leaves in shades of yellow, orange, and red, along with a small cluster of red berries and a single acorn. The bottom edge is also decorated with various leaves in yellow, orange, and red, and a pinecone. The background is plain white.

# IEP Profile Page

**Results of Most Recent Evaluation:** current data from any evaluation/assessment/test helpful to develop IEP; explain in terms that **ALL** Team members can understand; data collected within the past year.

**Academic, developmental, and functional needs:** focus on needs; include all three areas; include how disability affects involvement and progress in the general education curriculum; for students with many needs, the Team may need to prioritize.



# IEP Goal Page

- For all students participating in the Alternate Achievement Standards Program, the following content areas must be addressed: English language arts, math, and functional skills. **PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:**
- State how the student's disability affects his/her involvement and progress in the general education curriculum for that particular AREA of instruction, or for preschool students, how the disability affects the student's participation in age-appropriate activities. **Include DATA**
- Information should be stated in a readily understandable way that is precise enough to understand what the student can do and in relation to what the student should be able to do in that AREA of instruction.
- There must be a direct relationship between the AREA, the **PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE** and other components of the IEP, such as a **MEASURABLE ANNUAL GOAL** and **BENCHMARKS**, and **SPECIAL EDUCATION AND RELATED SERVICE(S)**.

The background of the slide is decorated with various autumn-themed elements. There are several colorful leaves in shades of yellow, orange, red, and brown scattered around the text. There are also a few acorns and a small cluster of red berries. The overall aesthetic is warm and seasonal.

# IEP Measurable Annual Goal Page

Should be challenging, but also what the student can reasonably be expected to achieve in one year.

- Who – the student, name, etc.
- Condition – under what condition will goal be performed.
- Performance – what the student will do (do not copy and paste).
- Criteria – to what level/degree will goal be performed.
- Assessment – how will progress be measured.
- Timeframe – during what period will the goal be attained.

(Mastering the Maze, p. 102)

The background of the slide is decorated with various autumn-themed elements. There are several colorful leaves in shades of yellow, orange, red, and brown, scattered around the text. There are also a few acorns and a small cluster of red berries. The overall aesthetic is warm and seasonal.

# IEP Measurable Annual Goal

(Plain Language of Special Education, pg. 46)

## CONDITION (Under what conditions...)

- Given 10 colors;
- Using an augmentative communication device;
- On a laptop/tablet/device;
- With peers;
- Of connected speech;
- Unassisted;
- Given three choices;
- Starting at any number less than 20;
- To request, protest, or greet familiar listeners;
- With guidance and support from adults;
- Provided with manipulatives.

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown. There are also several acorns scattered throughout the border.

# IEP Services Page

\*What are the adults doing for the student?

Special Education:

Who is providing the service? Be specific (i.e., not staff, special education staff, etc.).

- How content, methodology, or delivery of instruction is adapted to address the unique needs of the student that result from the disability.
- Address all areas with academic goals separately.
- Instruction should differ from what non-disabled students receive.
- Location of services must be specific enough for an unfamiliar person to determine LRE (reconsider general ed./resource, school campus, etc.)
- If services are provided in more than one location, list each place separately in Special Education Services and/or Related Services.

# IEP Signature Page

Does this student receive all special education services with nondisabled peers? [ ] Yes [ ] No  
If no, explain (explanation may not be solely because of needed modifications in the general curriculum):

If “No” is checked, an explanation must be included stating why the student is being removed from classes with their nondisabled peers.

- Should not be based on the disability area of the student.

Continuum of services questions:

- Can this student complete all course requirements in the regular education class without accommodations?
- If the answer to #1 is no, can the student complete all course requirements in the regular education class with accommodations?
- If the answer to #2 is no, explain clearly why the student should be removed from the regular education classroom/environment/nondisabled peers. (Mastering the Maze, p. 97)



# IEP Signature Page

Do these examples address the “why?”


1. Due to his significant delays in all academic areas, Nick will receive his services in the self-contained classroom.
2. Kaylen has difficulty working independently on all tasks. His limited use and understanding of language make small group, direct instruction appropriate to meet his needs, as it facilitates intensive remediation of language skills while limiting distractions.
3. Hugh requires instruction in the resource room to decrease his embarrassment and hesitancy to participate in fluency instruction in the general education classroom.
4. Bruce receives all special education services in the resource room.
5. Nate requires instruction in the resource room in order to facilitate fine sound discrimination/production by decreasing distractions and ambient noise.

NO: 1, 4; YES: 2, 3, 5



# IEP

- Accommodations – avoid giving everyone the same accommodations.
- Analyze accommodations to ensure the IEP reflects the child's unique, current needs.
- More is not always better.
- If a service is added/removed, be sure to document this in the IEP. Explain why.

The background is a light green color with various autumn-themed elements scattered around. There are several leaves in different colors: yellow, orange, red, and brown. There are also acorns and small clusters of red berries. The text is centered in the upper half of the page.

# Notice of Proposal or Refusal to Take Action (NOPORTA)

This is a very important document in the special education process.

- Ensure anyone can pick up the document and see what was discussed at the meeting.
- “Meaningfully consider” **all** recommendations as an IEP Team.
- Include notes on why the IEP Team says no to any recommendation.
- Avoid using subjective words (e.g., felt, liked).



# Progress

## Case managers MUST always be progress monitoring.

- Demonstrate progress to anyone at any time.
- Provide regular progress reports to support meaningful parent participation.
- Avoid a denial of a FAPE by denying parents the opportunity to meaningfully participate.
- Consider providing detailed comments beyond numerical ratings.
- Take action if there is continued little or no progress.



# Reevaluation

- Conduct a comprehensive current evaluation to identify student deficits.
- Consider all areas when determining whether additional data are needed to determine current level of functioning.
- Determine the appropriate eligibility category. It is more than just a labeling issue.
- Evaluation should be in all areas related to the suspected disability, per the IDEA 34 CFR Sec. 300.304.

# Special Education Link Tree

## Toolkits:

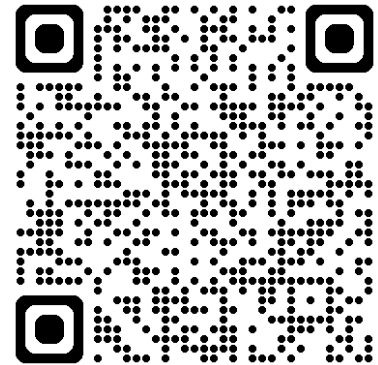
- Alternate Achievement Standards Teacher Toolkit
- Inclusion and Resource Teacher Toolkit

## LiveBinders:

- Alternate Achievement Standards
- Assistive Technology
- Behavior
- Data
- Differentiated Instructional Guides/Curriculum
- Dispute Resolution
- English Learner

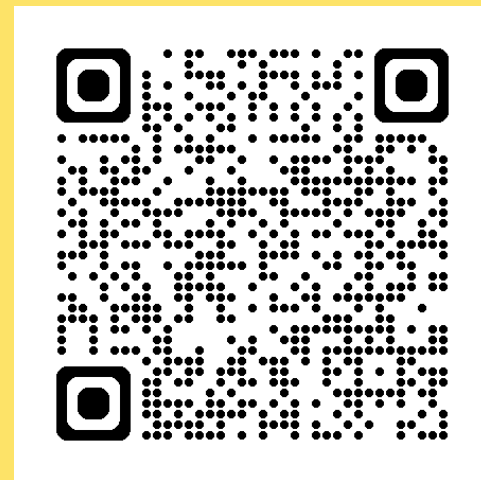
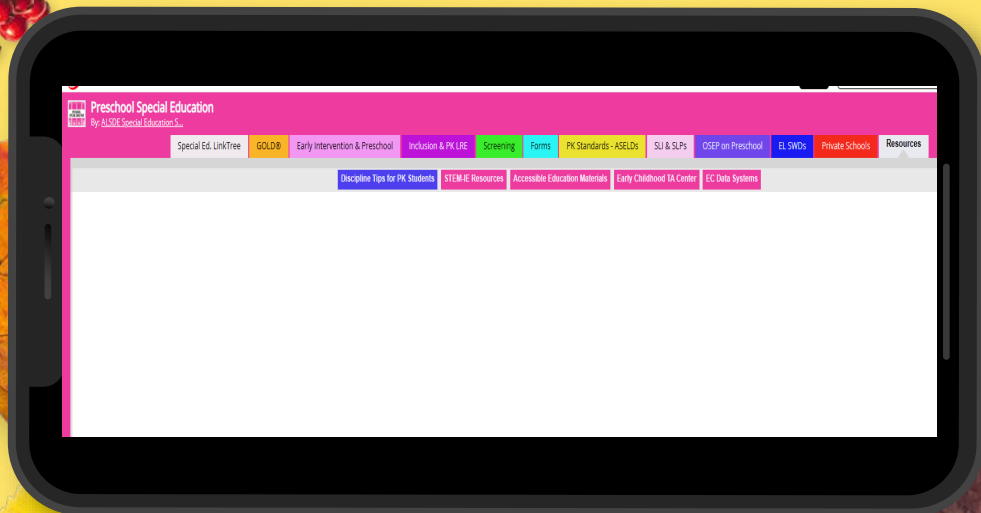
- Essentials Pathway
- **Preschool Special Education**
- Proficiency Scales
- School-based SLPs
- Secondary Transition
- Special Programs PowerSchool

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# Preschool Special Education LiveBinder

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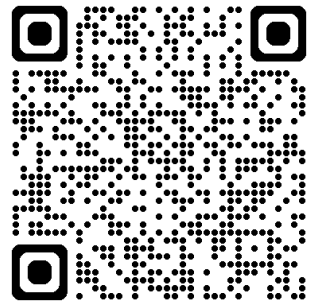
**Thank you!**  
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**you every day!**

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334-694-4782

Our resources:



# Resources:

Archibald, L. M. (2017). SLP-educator classroom collaboration: A review to inform reason-based practice. *Autism & Developmental Language Impairments*. <https://doi.org/10.1177/2396941516680369>.

Bilinguistics (2017). *Speech Therapy Inclusion – Speech Therapy Activities*. *Speech Therapy Inclusion* (bilinguistics.com). Retrieved 10/14/24.

Barton, E. E., & Smith, B. J. (2014). Brief summary: Fact sheet on preschool inclusion. *Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion*. Denver, CO. [Brief\\_Inclusion\\_Fact\\_Sheet\\_R.pdf](#) (ectacenter.org).

Clark, Carrie (2015). *Push-In Therapy Ideas: 9 Models for Co-teaching*. *Speech and Language Kids by The SLP Solution*. *9 Co-Teaching and Push-In Therapy Models that Work - Speech And Language Kids*.

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U.S. Department of Health and Human Services (US DHHS). (2015) *U.S. Department of Education Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs*. <https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>.

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Zurawski, L. (2014). *Speech-Language Pathologists and Inclusive Service Delivery: What Are the First Steps? Perspectives on School-Based Issues*. 15(1), 5-14. <https://pubs.asha.org/doi/abs/10.1044/sbi15.1.5>.

The background is a vibrant yellow-orange gradient, decorated with various autumn-themed elements including colorful leaves in shades of red, orange, yellow, and green, as well as several acorns and clusters of small red berries.

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