

GOLD® for Special Educators & Administrators



Stephanie Bear & Kathy Wilkins
Alabama State Department of Education(ALSDE)
Early Intervention and Preschool Conference
October, 2025

Why GOLD®?



Why is GOLD® Data and Timely/Correct Data Submission Important?

- System Performance Profile/Annual Performance Report (SPP/APR)
Indicator 7: Preschool Outcomes,
- Determination status,
- Monitoring, and
- Fiscal.





Obtaining a GOLD® Login

- Login is not automatically generated after attending a training.
- Login is not granted by Alabama State Department of Education (ALSDE) staff.
- Login comes directly from student/teacher data in PowerSchool (PS) Student Information System (SIS).
- Login will show in GOLD® and will generate a reset password email once data are correct in PowerSchool SIS.

Whomever in the LEA is responsible for enrollment can ensure all data are correct in PowerSchool SIS.

In Order to Show in GOLD®: Service Providers



Every preschool service provider must:

- Have a schedule in PowerSchool SIS,
- Have at least one preschool - appropriate course in PS SIS,
- Have all students he/she case manages in the class, and
- Have the PK Assessment box checked in the class setup in PS SIS.



Students No Longer Showing in GOLD®

- Each LEA's GOLD® data has been archived so that we can get the new school year started.
- Student schedules and students do NOT roll over from year to year in PowerSchool SIS. Preschool students with IEPs who are continuing in preschool (not First Class/OSR) must be assigned to their case manager's course and assigned the correct nontraditional student type (SES or LPK) in PowerSchool SIS. Please see the attachment for PowerSchool SIS requirements for both case manager and student data to pull to GOLD®.
- For further information on registering preschool students with IEPs, Samantha Russell has developed a PS SIS training: [Alabama PowerSchool Special Programs - LiveBinder](#) (training #17).
- PowerSchool SIS data uploads to GOLD® weekly on Tuesdays, so new data should show in GOLD® by Thursday of that week.
- Special Education Coordinators and GOLD® administrators should monitor GOLD® periodically throughout the year to ensure that entry checkpoints are being completed in GOLD® as new students qualify for services within 60 days of the date of the initial IEP, and within 30 days from date of exit if the student exits preschool special education after receiving at least six months of services for any reason (no longer eligible, parent revoked services, moved out of state, etc.) at any time other than the end of the school year.



GOLD® Domains to Assess

YES! Required.

- Social - Emotional
- Language
- Literacy
- Physical
- Cognitive
- Mathematics

NO! Not required.

- Social Studies
- Science & Technology
- The Arts
- English Language Acquisition
- Spanish

Viewing Classes in GOLD®

The screenshot displays the Teaching Strategies GOLD interface. At the top, the header includes the Teaching Strategies logo, a navigation arrow, the text "Early Childhood/Pre-Kindergarten", an "EMULATING" status indicator, the SmartTeach logo, and icons for Library, Messages, and Help. A left sidebar contains navigation options: Home, Teach, Assess, Engage, Develop, The Hub, and Report. The main content area shows a class list for "Jennifer!". A dropdown menu is open over the "Early Childhood/Pre-Kindergarten" class, listing "MY CLASSES", "Early Childhood/Pre-Kindergarten", "Homeroom", "Speech or Language Impairment Services", and another "Homeroom" entry, with a "View Details" link at the bottom. The class list below shows "Large Group", "Language With Liz", "Outdoors", and "Snack Time/Bathroom", each with a plus icon. A "Notepad" overlay is visible on the right, featuring a "View Notepad" button, a text input field with "Start typing...", and "Cancel" and "Save" buttons. Below the notepad is a "Reminders" section with a plus icon.

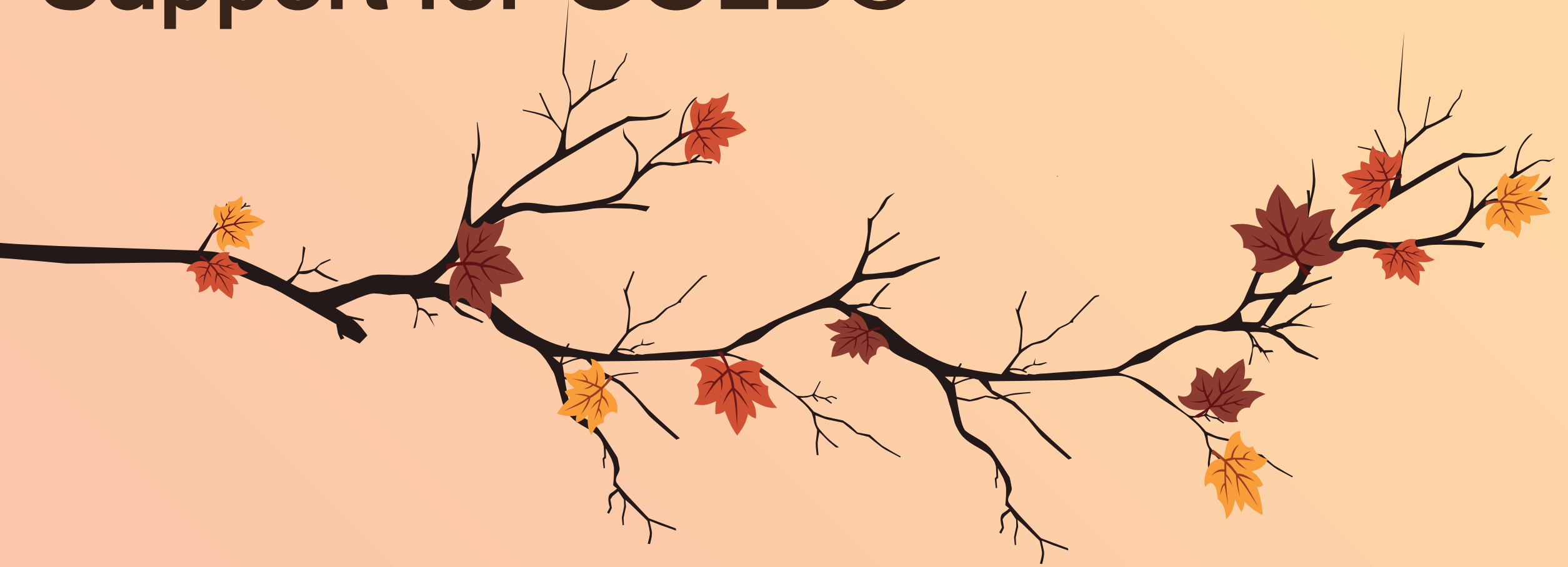


Uploading Evidence to GOLD®

Case managers should upload at least two pieces of evidence for each GOLD® checkpoint for any dimensions they choose.

- Upload at least two pieces of evidence/artifacts upon which the ratings for each checkpoint are based.
- Evidence/artifacts may include Family Focus Interview, Natural Environment Observation, medical records, Early Intervention reports, therapy/progress data, observation notes, etc.

Support for GOLD®





GOLD®

Resources & Support

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

[AL OSEP Support & Resources \(padlet.com\)](https://padlet.com/ALOSEP/Support-Resources)

Padlet: AL OSEP Support & Resources

AL OSEP Support & Resources (padlet.com)

alabamaprek + 4 • 1mo

AL OSEP Support & Resources

Getting Started & OSEP Entry

OSEP Walkthrough Webinar (9/11/2024)

zoom

teachingstrategies.zoom.us

Intro to GOLD® from ALSDE

OSEP Exit



ALSDE Exiting Children from GOLD® PPT

OSEP Exiting & Reports for Administrators



How-To Article: OSEP

First-Class PreK Guidance

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/individual(s) responsible for supporting the child through the IEP, who should provide you with:

- Start date of special education services
And if applicable,
 - 3 ELPP Outcomes scores from the GOLD® Jumpstart Tool
- Additional evidence of learning/pieces of documentation in SmartTeach™

For children with IEPs in SmartTeach™, First-Class PreK Teachers will:

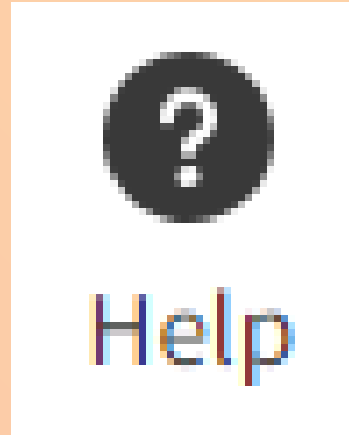
1. **Verify/Update the following information in a child's details in SmartTeach™:**
 - o Sign-in, select **View Details** from the class selection drop-down on the top-left of the screen. Choose the correct class and on the next screen, click on the child's name from the list to update that child's details page.
 - o Click on the pencil icon on the top-right of the screen to edit details.
 - o All down in each child's profile, to the **Additional Information** section, is IEP is selected as the answer to **Does the child receive additional special services?** If it isn't, please select it.
 - o The correct date is indicated in the **What date will this child begin in**

DOCX

FC PK OSEP Guidance SY 24-25



Help GOLD® Help You



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

Help GOLD® Help You

Resource Center ×

Product Updates 9 >
Learn about our latest enhancements and updates

Support >
Find articles and videos about the ecosystem

Join Your Community >
Ask questions and share feedback



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

Help GOLD® Help You

MyTeachingStrategies® Support

[Home](#)

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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...



How to Emulate a Case Manager

Emulating a User

From the Users ta

(1). Select the ellipses

menu next to the user you want to emulate.

(2). Select 'Emulate' from the dropdown menu.

(3). Managing Users in SmartTeach®.

SmartTeach Demo Organization

Overview Programs Sites **Users** Class Groups Children Settings

All Search by First Name, Last Name, Username, Email, or User Identifier Filters Add a User

View Only Active Default Program x Default Site x

First Name	Last Name	Username	Last Login	Site	Program	Actions
TeacherGoldTest1	Test	TeacherGoldTest1	11/04/2022 13:33	Default Site	Default Program	⋮
Caroline	Clark	Caroline.Kim	05/08/2025 14:02	Default Site	Default Program	⋮
Gillian	Gansler	Gillian.Gansler		Default Site		⋮
MartaTest	MikoTest	MartaMikoTest	07/23/2018 19:25	Default Site		⋮
Trece	Bell	Trece.Bell		Default Site		⋮
Evgeny	Samokhodkin	evgenyperf	07/14/2024 23:19	Default Site	Default Program	⋮
Camiley	Constantine	Camiley.Constantine	09/02/2025 22:18	Default Site	Default Program	⋮
Test	Test	teammembertest		Default Site	Default Program	⋮
GoldOnlyAdmin1	Test	GoldOnlyAdmin1	11/04/2022 13:50	Default Site	Default Program	⋮
Vincent	Costanza	vincent.cdemo	02/28/2020 15:56	Default Site	Default Program	⋮
Tim	Reed	mytstmradmin	04/11/2025 13:55	Default Site	Default Program	⋮
Tara	Example	Tara.Example		Default Site	Default Program	⋮
Soni	Allen	Soni.Allen	07/21/2025 20:17	Default Site	Default Program	⋮

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How to OSEP Exit

administrators osep exit

Exiting / Transitioning Children From an IEP / IFSP

This guide covers the ability to exit and transition child records on an IEP or IFSP, available to standard administrators using GOLD who have OSEP enabled for their account.

Jul 23, 2024 FAQs

Article Body

Standard administrators using GOLD who have OSEP enabled for their account must exit or transition child records on an IEP or IFSP when that child stops receiving services, when the child transitions to preschool or kindergarten, or if another reason for exit occurs.

- Select **Manage** (1).
- Select **Children** (2).
- Select **Exit Children from OSEP** (3).

The screenshot shows the SmartTeach Administrator View interface. The top navigation bar includes 'TeachingStrategies', 'Administrator View', 'SmartTeach', 'Help', and 'AP'. The main navigation menu on the left includes 'Home', 'Manage', 'Teach', 'Assess', 'Develop', 'The Hub', and 'Report'. The 'Manage' menu item is highlighted with a red box and a '1' in a red circle. The 'Children' menu item is highlighted with a red box and a '2' in a red circle. The 'Exit Children from OSEP' menu item is highlighted with a red box and a '3' in a red circle. The main content area shows the 'Select Children' form with filters for Organization, Program, Site, Teacher, and Class. The 'Filter Summary' panel on the right shows the current filter settings.

How to OSEP Exit

<https://teachingstrategies.my.site.com/portal/s/article/How-do-I-exit-child-records-from-their-IEP-IFSP>

- “ Standard administrators using GOLD who have OSEP enabled for their account must exit or transition child records on an IEP or IFSP when that child stops receiving services, when the child transitions to preschool or kindergarten, or if another reason for exit occurs.

- Select **Manage** (1).
- Select **Children** (2).
- Select **Exit Children from OSEP** (3).

The screenshot displays the 'Administrator View' of the Teaching Strategies platform. The interface includes a top navigation bar with 'TeachingStrategies' and 'Administrator View' dropdown, and a right-hand side with 'SmartTeach' and user profile 'AP'. A left-hand navigation menu contains 'Home', 'Manage', 'Teach', 'Assess', 'Develop', 'The Hub', and 'Report'. The main content area has a sub-navigation bar with 'Programs', 'Sites', 'Users', 'Classes', 'Children', 'Goals', and 'License Settings'. The 'Children' tab is selected and highlighted with an orange box and a '2' in a circle. Below this, a list of actions is shown: 'Add', 'Edit Children', 'Exit Children from OSEP', 'Reactivate Child OSEP Records', 'Import', and 'Import Results'. The 'Exit Children from OSEP' option is highlighted with an orange box and a '3' in a circle. To the right of this menu is a 'Select Children' form with a 'Submit' button at the bottom. The form includes a 'Filter Summary' section with dropdown menus for Organization (Amy Pfarr), Program (All Programs), Site (All Sites), Teacher (All Teachers), and Class (All Classes). A 'Submit' button is located at the bottom right of the form.


GOLD® Reports for Administrators

TeachingStrategies® Administrator View

- Home
- Manage
- Teach
- Assess
- Develop
- The Hub
- Report**
 - Reports
 - Reports Queue


Reports

OSEP Status



This report can be used for child level and program level reporting for children ages birth to 3 served in Early Intervention Programs or children ages 3-5 serv...

OSEP Federally Mandated Year-End



This report can be used for child level and program level reporting for children ages birth to 3 served in Early Intervention Programs or children ages 3-5 serv...

OSEP Status Report

“Administrators can generate the OSEP Status Report at the child level and program level for children ages birth to 3 who are served in Early Intervention Programs or children ages 3 -5 served in Preschool Special Education Programs. The OSEP Status Report will include both child records currently on an IEP or IFSP and child records on an IEP or IFSP who have been exited or transitioned.”

To generate an OSEP Status Report:

- Select Report , and then select Reports.
- Select OSEP Status report.

- <https://teachingstrategies.my.site.com/portal/s/article/How-do-I-generate-the-OSep-Status-report>

The screenshot displays the 'Teaching Strategies' Administrator View interface. The top navigation bar includes 'Home', 'Manage', 'Teach', 'Assess', 'Develop', 'The Hub', and 'Report'. The 'Report' menu is expanded to show 'Reports' and 'Reports Queue'. The main content area features several report cards:

- Individual Child Report:** Describes how to view individual child performance during one or more checkpoint periods.
- Report Card:** Explains how teachers can share the latest information regarding a child's skills, knowledge, and abilities with families.
- Alignment Report - Fall 2017/2018:** Shows a table for 'Common Core Math Standards - Kindergarten' with columns for 'Current Average Score', 'End of Year Expectation', and 'Emerging/Achieved' counts and percentages. Below the table, it states: 'The Alignment report compares your assessment of children's skills, knowledge, and abilities to state or national standards. Teachers and administrators...'
- Goals Report:** Describes how the report, generated from checkpoint data, enables sharing of objectives for development and learning for birth through third grade.
- OSep Status Report:** Includes a bar chart icon and states: 'This report can be used for child level and program level reporting for children ages birth to 3 served in Early Intervention Programs or children ages 3-5 serv...'
- OSep Federally Mandated Year-End Report:** Includes a bar chart icon and states: 'This report can be used for child level and program level reporting for children ages birth to 3 served in Early Intervention Programs or children ages 3-5 serv...'

Example OSEP Status Report

	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH
1	Student ID	Identifier	Entry Date	Exit Date	Entry Tool	Exit Tool	Number of Exited?	Entry Date Final	Exit Date Final	Funding S	Entry (Out	Entry: Fun	Exit (Outc	Exit: Func	Progress C	Entry (Out	Entry: Fun	
2	2E+09		10/3/2024	5/19/2025	Teaching S	Teaching S	7 Y	10/26/2024	5/16/2025		1 N		1 N	b		2 N		
3	2E+09		8/31/2023		Teaching S	Teaching Strategies	C N	5/17/2024			4 N					4 N		
4	2E+09		8/10/2023	5/16/2025	Teaching S	Teaching S	21 Y	5/17/2024	5/20/2025		5 N		7 Y	d		4 N		
5	2E+09		4/29/2024	5/19/2025	Teaching S	Teaching S	12 Y	10/24/2024	5/15/2025		1 N		1 N	b		1 N		
6	2E+09		4/8/2024	5/19/2025	Teaching S	Teaching S	13 Y	10/24/2024	5/15/2025		1 N		3 N	c		1 N		
7	2E+09		5/19/2023	5/19/2025	Teaching S	Teaching S	24 Y	10/24/2024	5/15/2025		1 N		1 N	b		1 N		
8	2E+09		11/6/2024		Teaching S	Teaching Strategies	C N											Pre-K
9	2E+09		11/27/2023		Teaching S	Teaching Strategies	C N											Pre-K
10	2E+09		8/10/2023		Teaching S	Teaching Strategies	C N											Pre-K
11	2E+09		11/21/2022		Teaching S	Teaching Strategies	C N											Pre-K
12	2E+09		10/17/2022		Teaching S	Teaching Strategies	C N											Pre-K
13																		

Contracted Personnel

- For personnel who serve preschool students, but who are contracted (NOT employed by the LEA):
- Send the following information to Stephanie or Kathy:
 - Name,
 - ALSDE ID (If available),
 - Work phone number, and
 - Email address.
- These personnel will be added to GOLD® manually.

Staff No Longer Employed by the LEA

- For personnel who are no longer with the LEA for any reason, you will want to disable the user's account in GOLD®. Please do not select "Delete."
- Log on to your administrator's account.
- Select "Manage," then "Users."
- Click the user's name.
- Click "Yes," in answer to the question "Are you sure you wish to disable this user?"

Action Steps in GOLD®



Fall 2025-2026: Case Managers & GOLD®

Entry for special education case managers:

Ensure every student you case manage is showing in your class in GOLD®.

Update all student data for existing and new students – especially date of initial IEP.

Ensure that an Entry checkpoint is completed and finalized for each student within 60 days of the date services begin.



1. Ensure Correct Student Data

- Select a class from the drop - down menu on the upper left - hand side of the screen.
- Click on each student's name in blue.
- Scroll down to “ **Additional Information.** ”
- Ensure that “ **IEP**” is listed and that the date of the initial IEP is correct.



2. Ensure Correct Entry Checkpoint

- The initial IEP date MUST occur during the time period covered by the checkpoint completed for Entry.
- For example, if a student's initial IEP date is 12/1/24, then select Winter, 2024, not Fall or Spring, as the checkpoint for Entry.
- If this is incorrect, progress will not be measured at exit.



3. Ensure Completed & Finalized Entry AND Exit Checkpoints:

- Complete an Entry GOLD® within **60 days** of the date special education services begin, and complete an Exit GOLD® whenever a child exits services with at least 6 months of service.
- Click “**Assess**” from the menu on the left -hand side of the screen.
- Click on “**Checkpoints**” (****DO NOT**select At -a -Glance – this is the default when you click on “Assess,” but you must select “**Checkpoints**”).
- Toggle to the checkpoint you wish to complete using the arrows at the upper left corner of the screen (e.g., SPRING 2024/2025, FALL 2023/2024, etc.).



3. Ensure Completed & Finalized Entry AND Exit Checkpoints:

- Complete required domains: Social - Emotional, Physical, Language, Cognitive, Literacy, and Math.
- Upload evidence to support your response for at least two objectives.
- Complete the four additional objectives in the Social - Emotional domain (1c1 – 1c4) required by OSEP.
- “Not Observed” may NOT be selected for any domain.
- Finalize each section. When a domain is completed, you will see a white checkmark in a teal box.

*Do NOT request an OSEP exit. The LEA GOLD ® administrator will exit all students.



4. Ensure All Exit Checkpoints Are Complete

- Complete Exit checkpoints for all students exiting preschool special education for any reason who have received at least six months of services.
- Run the Teacher Assessment Status Report following these directions: Teacher Assessment Status Report.
- Look at the “Progress by Area” section of the report to be sure that each of the required domains is at 100% (Social-Emotional, Physical, Language, Cognitive, Literacy, and Math).
- Report to the LEA Administrator that your Exit checkpoints are complete and those students are ready to be exited.
- Remember when making changes in GOLD® that they are not instant - please allow at least two hours for changes to appear in GOLD® reports.

Troubleshooting





Troubleshooting

- If changes are made 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, click on “Assess,” then “Checkpoints .” Toggle to the correct checkpoint (Winter 2025/ 2026, Spring 2025/ 2026, etc .) and view student checkpoints .

Troubleshooting–Unable to Exit

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

	1a	1b	1c	1c1	1c2	1c3	1c4	2a	2b	2c	2d	3a	3b
	✓	✓	✓	✓	✓	+	+	✓	+	✓	✓	+	+
ch	+	+	+					+	+	+	+	+	+
✓	✓	✓	✓	+	+	+	+	✓	✓	✓	✓	✓	✓
	+	+	+	+	+	+	+	+	+	+	+	+	+

- 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?](#)

Troubleshooting–Unable to Exit

If a Checkpoint appears to be completed, but the student will not exit, click on “Assess,” then “Checkpoints .” Toggle to the correct date (Winter 2022/ 2023, Spring 2024/ 2025, etc .), then click on the teal checkbox for “Social -Emotional .” If the below +++++ appears, the case manager should complete the additional dimensions .

2024 (DUE)	Social-Emotional													X
>	1a	1b	1c	1c1	1c2	1c3	1c4	2a	2b	2c	2d	3a	3b	
	✓	✓	✓	✓	✓	+	+	✓	+	✓	✓	+	+	
ch	+	+	+					+	+	+	+	+	+	
✓	✓	✓	✓	+	+	+	+	✓	✓	✓	✓	✓	✓	

Troubleshooting–Unable to Exit

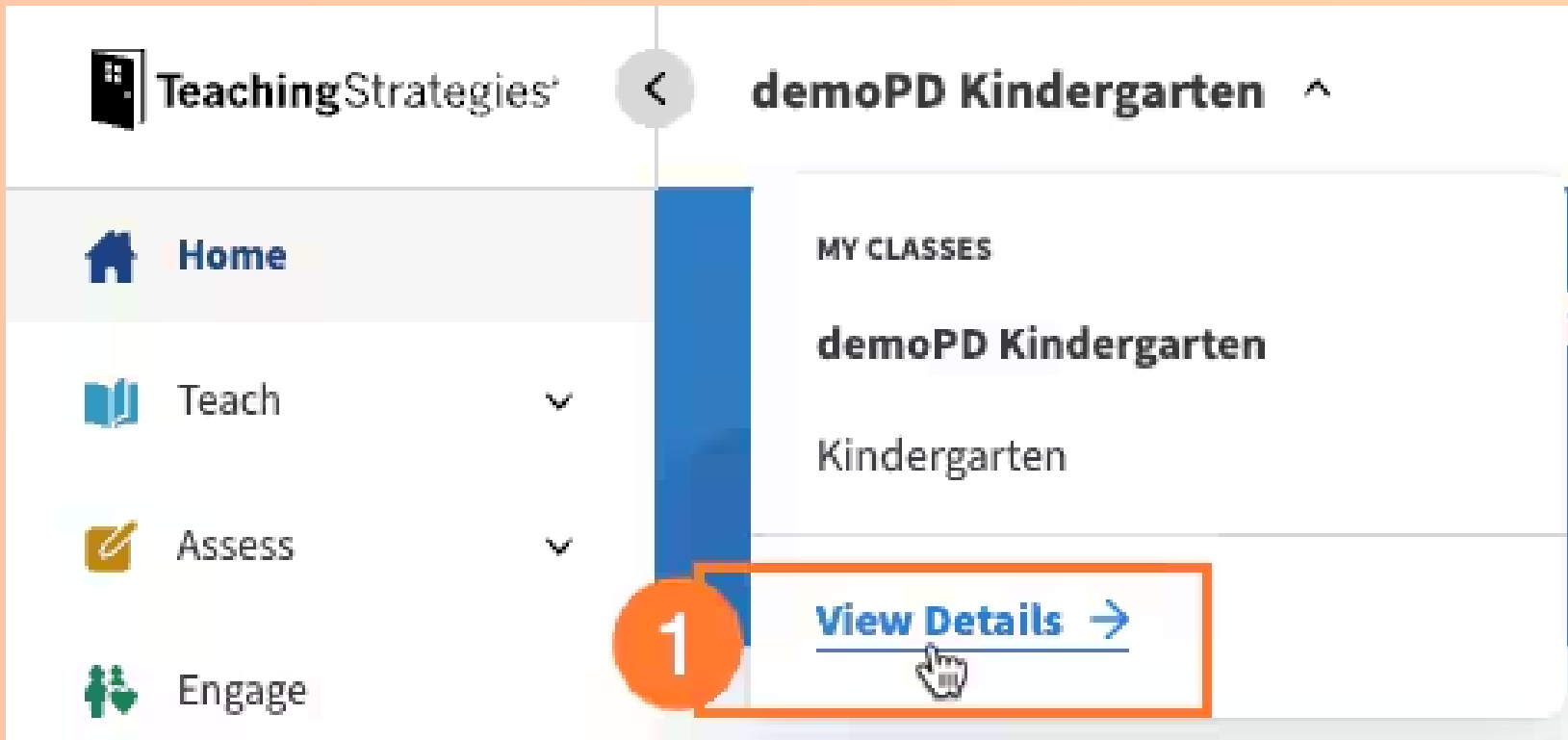
If the below appears, the student data is incorrect .

See slide 22 – ensuring correct student

		Social-Emotional												×
		1a	1b	1c	1c1	1c2	1c3	1c4	2a	2b	2c	2d	3a	3b
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	gnich	✓	✓						✓	✓	✓	✓	✓	✓

Troubleshooting—Incorrect Checkpoint Dates/Data

Select View Details from the Classroom dropdown menu (1).




The screenshot shows a user interface for a classroom management system. At the top, there is a navigation bar with a book icon and the text 'TeachingStrategies', a back arrow, and the text 'demoPD Kindergarten' with an upward arrow. Below this is a sidebar menu with icons and labels: 'Home' (house icon), 'Teach' (book icon), 'Assess' (pencil icon), and 'Engage' (people icon). The 'Teach' and 'Assess' items have downward arrows. A dropdown menu is open under 'demoPD Kindergarten', showing 'MY CLASSES', 'demoPD Kindergarten', and 'Kindergarten'. At the bottom of the dropdown, the 'View Details' link is highlighted with an orange box and a hand cursor. A large orange circle with the number '1' is overlaid on the 'View Details' link.


Troubleshooting- Incorrect Checkpoint Dates/Data

Select a child record from the Children tab (3).




← My Classes

 **demoPD Kindergarten**
Age/Grade: Kindergarten
Primary Teacher: PDPrimaryTeacher auto-generated

Children Family Members Class Details

🔍 Search by First, Last, Full or Preferred Name Add a Child 


Sort By First Name A-Z ▾

3  <u>KinderChild1 Harvey</u>	Birth Date: 02/14/2019 Age/Grade: Kindergarten	Complete HLS ▾
 <u>KinderChild2 Treutel</u>	Birth Date: 06/12/2018 Age/Grade: Kindergarten	Complete HLS ▾
 <u>KinderChild3 Jacobi</u>	Birth Date: 10/29/2018 Age/Grade: Kindergarten	Complete HLS ▾

Troubleshooting- Incorrect Checkpoint Dates/Data

Select the Action menu (4) and Edit (5).

← demoPD Kindergarten

 **KinderChild1 Harvey**
demoPD Kindergarten
Date Added: 05/10/2024 Last Modified: 05/10/2024

Child Details

Full Name	Gender	Birth Date	Ethnicity
KinderChild1 Harvey	Female	02/14/2019	Not Hispanic or Latino
Race	Primary Language	First Day in Program	
Asian/Asian Indian	Spanish	05/09/2024	

Custom Questions



Troubleshooting- Incorrect Checkpoint Dates/Data

- Scroll down and ensure that “Does the child have an IEP?” is answered “YES.”
- Enter the correct date of the initial IEP.
- Click “Save” to update the student data .
- Allow a few hours for the data to populate in GOLD®
- Complete and finalize the checkpoint .

Collaboration in GOLD®



Special Education vs. First Class/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.

Collaboration: Students Who Attend a First Class Pre-K/OSR Classroom

- Use the form in the 4th column of the GOLD® Padlet to provide the following information to the classroom teacher:
 - The child has an IEP.
 - The date of the initial Individualized Education Program (IEP).
 - The three Outcomes scores from the JumpStart tool (ONLY if child had an Entry ELPP).



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.



Collaboration: Requesting Team Member Access

To grant Team Member access for students with IEPs attending FC PK/OSR, the case manager must complete and submit the attached form. **TEAM Member Access for First -Class/ OSR Students**

- The applicant must have an active GOLD® account.
- The application is reviewed by state -level administration, not the local program.nce access is approved, the students will appear in the applicant's "My Caseload" in GOLD®.

AL First Class PreK Child Team Member Access Request Form 2025-2026

This form should be completed by the Case Manager to request Team Member access to the FCPK classroom and child receiving services

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1. First Name *

2. Last Name *

Collaboration: Students Who Attend First Class Pre-K/OSR

- Collaborate with the classroom teacher for GOLD® completion.
 - Enter any evidence on any objective(s) addressed during special education services.
 - Suggest preliminary levels.

- ** Remember that the classroom teachers have primary responsibility for completion of GOLD® checkpoints for students attending a FC PK/OSR classroom.

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®

- We can **NOT** access their data.
- The case manager must complete entry and exit GOLD® checkpoints for these students.

School Year 20252026



School Year 2526: CaseManagers

Exit for special education case managers:

Collect evidence to support GOLD® levels (therapy data, assessments, interviews, observations, medical records, teacher tests, etc.). Complete an entry checkpoint within 60 days of initial IEP.

Complete an Exit checkpoint within 30 days of exit if not in May and student has had at least six months of services (no longer eligible, parent revoked services, moved, etc.).

By May 8, 2026: Case Managers

Complete and finalize Spring 2025/2026 checkpoints for all students exiting with at least six months of services.

Ensure that all exiting students have at least two checkpoints completed and finalized (two data points are required to measure progress).



Special education administrators will exit all students by **May 15.**



School Year 2526: Administrators

Special education coordinators and preschool leads:



- Ensure ALL preschool case managers are trained in GOLD ®.
- Ensure that all case managers and preschool students with IEPs have correct data in PowerSchool SIS and are showing in GOLD®.
- Ensure all preschool case managers receive a copy of the *GOLD® Objectives for Development & Learning (ODL)*.
- Ensure that teachers complete an entry GOLD® checkpoint within 60 days of a student beginning services.



By May 9, 2026: Administrators

Special education coordinators and preschool leads:

- Ensure that case managers have completed and finalized two checkpoints for every child exiting preschool with at least six months of services.
- Ensure that students who meet the above criteria are OSEP Exited in GOLD®.



By May 16, 2026 Administrators

Ensure complete data:

- OSEP exit all eligible students (exiting preschool with at least 6 mos. of services)
- Check OSEP Status Report to ensure that each student has 2 completed checkpoints.
- If any student is not complete, reactivate and troubleshoot to complete.
 - Once complete, you will need to re -exit this student.


Final GOLD® Reminders




Log into the tool to become familiar with its use and check that all teachers/students are active.

Do not wait until the final week/ day/ minute before submission to login, add students/ teachers, enter data for both checkpoints, etc.

Run OSEP Status Reports throughout the year to ensure that progress is being measured appropriately.



Resources for School-Based SLPs



Special Education Link Tree

@SpecialEdServices | Linktree



Toolkits :

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

Live Binders :

- Alternate Achievement Standards
- Assistive Technology
- Behavior

- Data
- Differentiated Instructional Guides/ Curriculum
- Dispute Resolution
- English Learner
- Essentials Pathway
- Preschool
- Proficiency Scales
- School-based SLPs
- Secondary Transition
- Special Programs PowerSchool





SUPP. NO. 13-3 SPECIAL EDUCATION SERVICES CH. 290-8-9

RULES OF THE ALABAMA STATE BOARD OF EDUCATION
STATE DEPARTMENT OF EDUCATION
CHAPTER 290-8-9
SPECIAL EDUCATION SERVICES

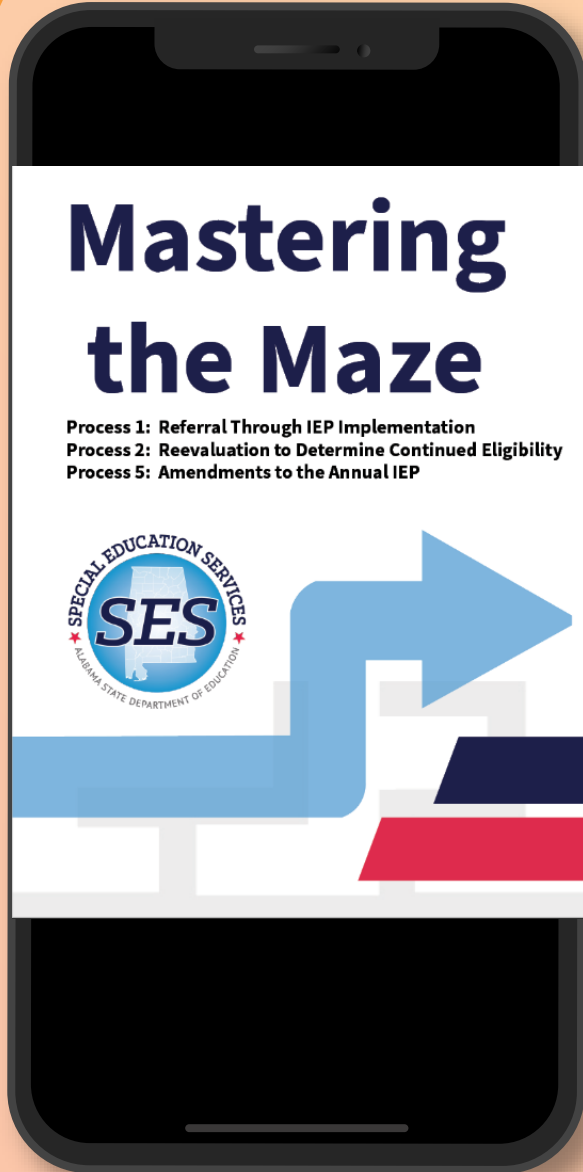
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Alabama Administrative Code (AAC)



<https://www.alabamaachievers.org/wp-content/uploads/2021/04/AAC-290-8-9-11-4-2013.pdf>

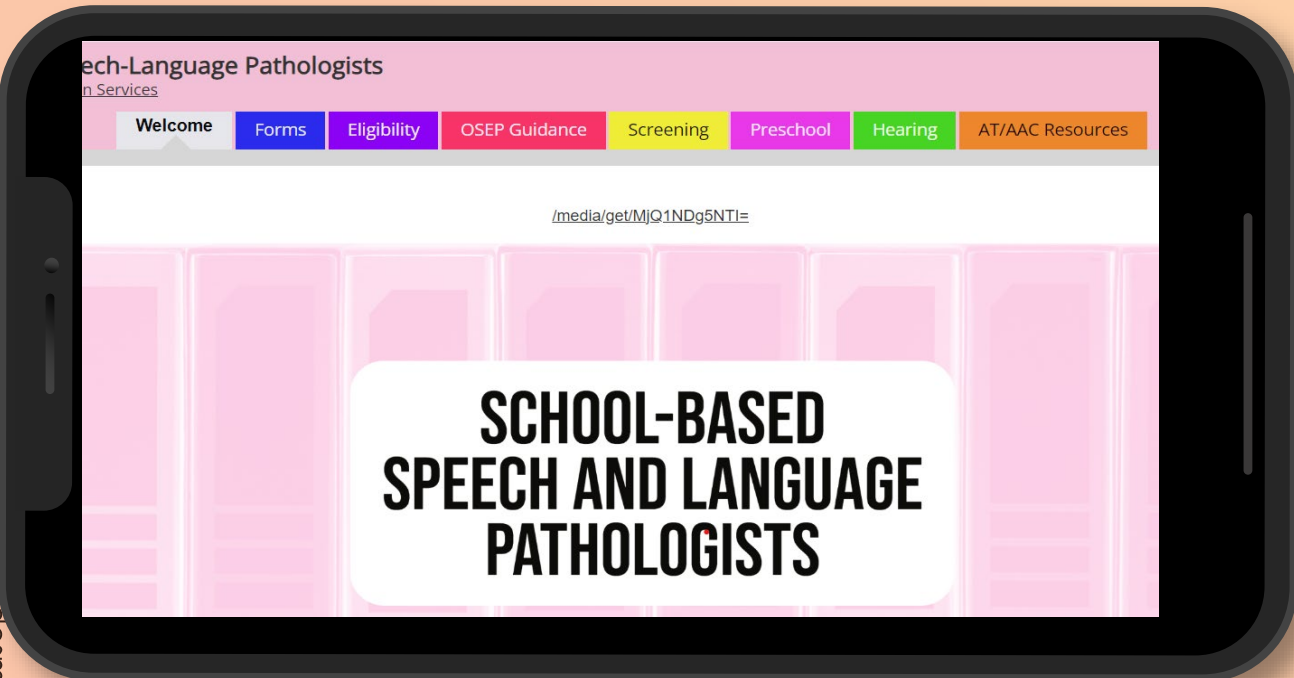


Mastering the Maze



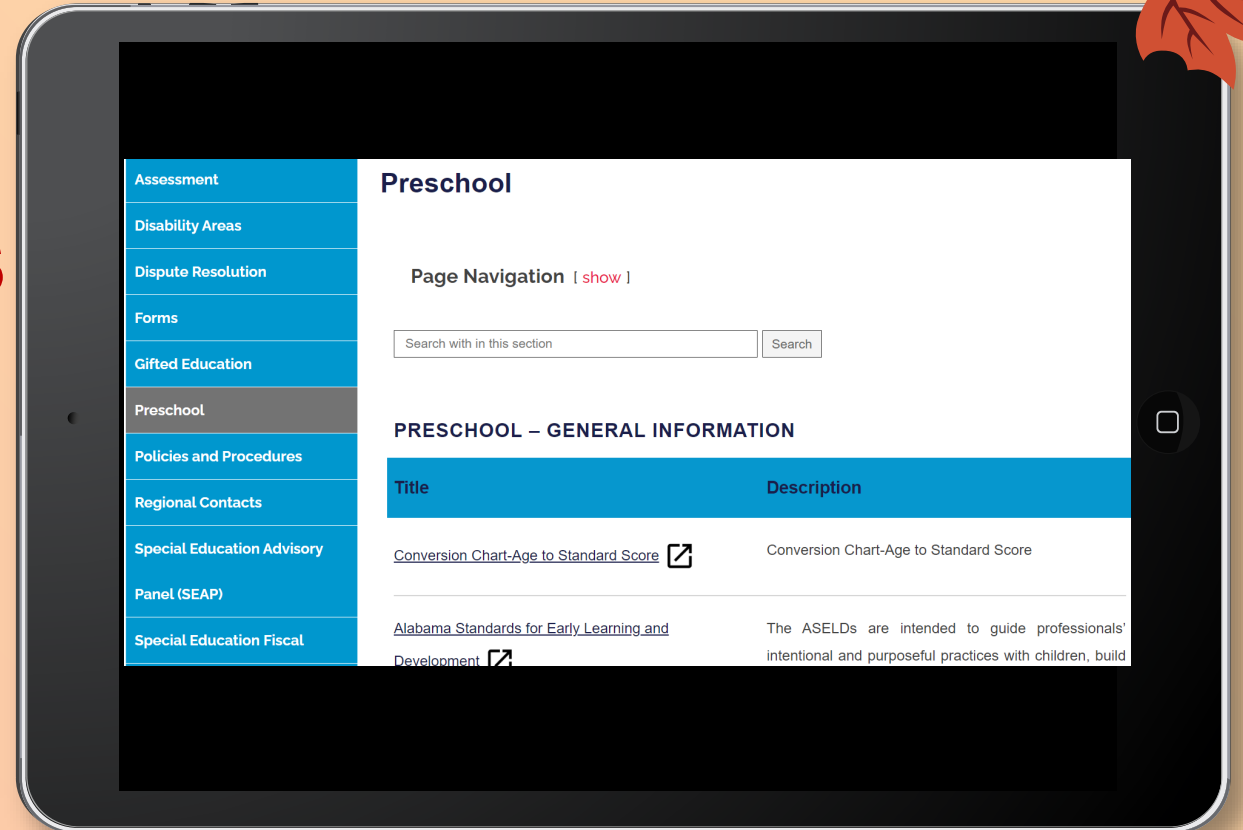
Mastering the Maze Processes 1 2 and 5

School-Based SLP LiveBinder



[School-based Speech-Language Pathologists - LiveBinder](#)

ALSDE AlabamaAchieves



Alabama Special Education - Alabama State
Department of Education

Resources:

Ray, Laurie and Holahan, Lauren. *Educational and Clinical Models of Service Delivery*. North Carolina Department of Public Instruction, Exceptional Children Division. [PerryFlynn.E-and-c-models1.doc](#).

Neal, Angie (2024). *IDEA: Evaluation and Eligibility for Speech-Language Impairment*. South Carolina State Department of Education. School-Based SLP Symposium.

Wisconsin Department of Public Instruction, Division of Learning Support, Special Education Team. (2023). *The Role of Medical and Clinical Information in Special Education Evaluation and IEP Development*.



THANK YOU!!

Any questions?

stephanie.bear@alsde.edu

kathy.wilkins@alsde.edu

334-694-4782

Thank you!



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Presentation Template: [SlidesMania](#)

Sample Images: [Unsplash](#)

Fonts used in this presentation: Happy Monkey
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