

**Taming the
Preschool
Monster: Updates
from the Alabama
State Department
of Education
(ALSDE)**

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DISCLAIMER

- The following presentation is current as of 10/18/22. Changes at the ALSDE may affect its future accuracy.
- Information presented is based on minimum state and federal requirements. If your LEA has additional requirements and/or policies, please adhere to those and the direction of your Special Education Coordinator.



Agenda

- Inclusion and Preschool Least Restrictive Environment
- Preschool Outcomes Data Collection
- Transition from Early Intervention to Preschool
- Miscellaneous Preschool Information



What does Inclusion Mean to You?



Are You an Advocate for Inclusion?

Do all children deserve a chance to be in a classroom?

Should a child have to earn his/her way into a classroom?



National Early Childhood Environments Data Over Time



SPP/APR Indicator 6a: Children attending a regular early childhood program (RECP) and receiving the majority of special education services in the program.

SPP/APR Indicator 6b: Children who do not attend an RECP, who receive their special education services in a separate class, separate school or residential facility.

Where to Begin Providing Inclusive Services:

1. Find a partner with whom you have a good rapport.
2. Collaborate to determine how best to provide services (i.e., whole group, small group, etc.) and the materials to be used.
3. Set up groups based on multiple factors (goals, reading levels, and/or ability levels).
4. Implement therapy.

(Zurawski, 2014)



Preschool Least Restrictive Environment (LRE)



Number of 3-5-year-olds dropped by 312,619 between 2018-19 and 2020-21 with kindergarteners removed from the Count

National 3-5 Child Count from 2016-17 to 2020-21



Note: Data for 2020-21 does not include 5-year-olds in kindergarten.

Indicator 6: Preschool Environments



- 6a** Children enrolled in a Regular EC Program (RECP) and receive majority of special ed services in the program.
- 6b** Children who do not attend a Regular EC Program and receive services in special education class, special education school, residential facility.
- 6c** Children who do not attend a Regular EC Program or Special Ed Program, receive services in the home.

Indicator 6a, Children Attending a Regular EC Program and Receiving Services in the Program



LRE Code:	20	21	22	23	18	17	16	14	19
LRE	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 EC Program and receive services in special education class, special education school, residential facility



LRE Code:	20	21	22	23	18	17	16	14	19
LRE	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 EC Program or Special Ed Program, receive services in the home



LRE Code:	20	21	22	23	18	17	16	14	19
LRE	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

Determining Preschool LRE

- Preschool doesn't begin with a seat in a classroom.
- Give children what they need, not what you have.
- If already in a regular early childhood program, consider bringing the services to the child.



Determining Preschool LRE

- Don't discuss where services will be provided until the Team determines goals.
- Consider a continuum of services for every child.



Determining Preschool LRE

Is the child enrolled in a regular early childhood program (includes at least 50% typically developing peers)?

Examples of regular early childhood programs include:

- LEA inclusion classroom,
- Head Start,
- First Class Pre-K,
- Private or public preschool,
- Child development center,
- Daycare.



Determining Preschool LRE

Where does the child receive the majority (at least 51%) of his special education and related services?

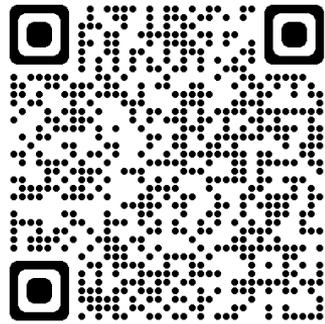
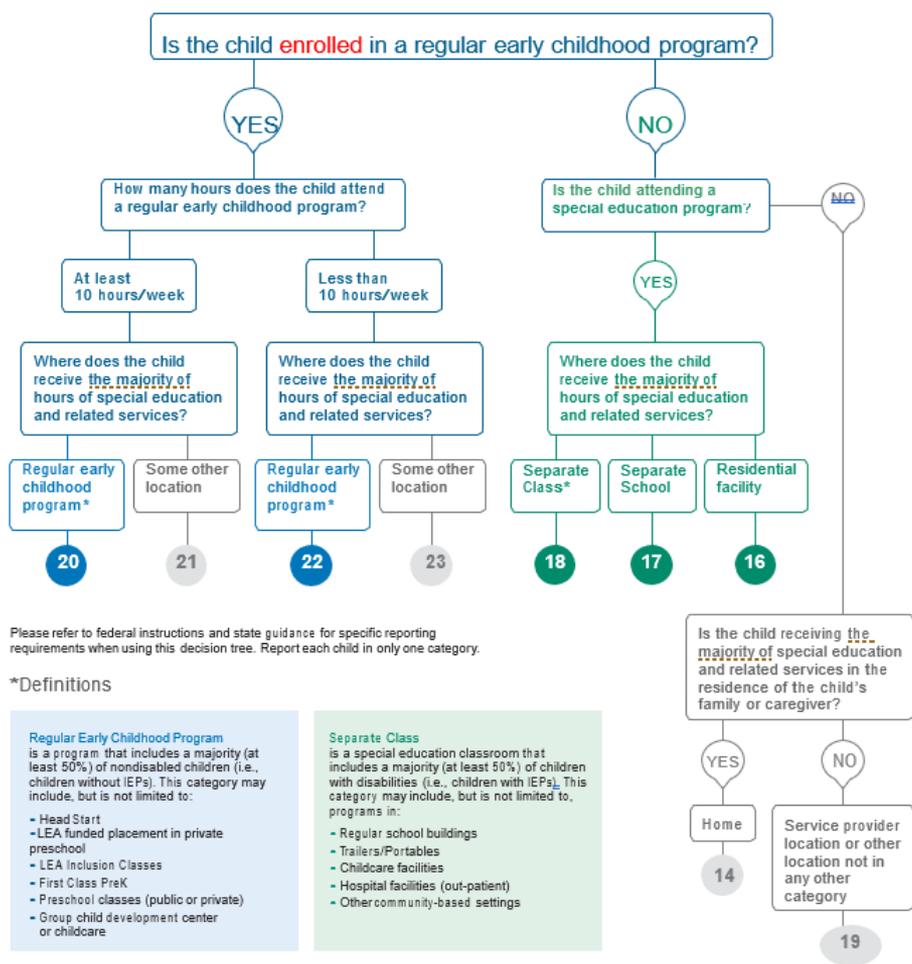
- Classroom,
- Resource room,
- Service provider location,
- Home,
- Separate class,
- Separate school, or
- Residential facility.

*Calculate percentage based on all services the child receives.



Determining Least Restrictive Environment for Alabama's Preschool Students with Disabilities

[LRE Decision Flowchart
\(alabamaachieves.org\)](http://alabamaachieves.org)



Jaden is a five-year-old preschool student who is eligible in the disability area of Speech or Language Impairment. He attends a Head Start classroom five days per week from 8:00 - 2:45. He receives speech therapy from an SLP twice weekly for 30 minutes in a room across the hallway from his classroom.

What is Jaden's LRE?





Sophie is a five-year-old preschool student eligible in the disability area of Hearing Impairment. Sophie does not attend a preschool, but is participating in the Home Instruction for Parents of Preschool Youngsters (HIPPY) program. She comes to her home school twice weekly for one hour. During that time she receives specially designed instruction from the special education teacher for 30 minutes and from the SLP for 30 minutes.

What is Sophie's LRE?

Phong is a four-year-old preschool student eligible in the disability area of Developmental Delay. She attends the K-4 program at First Methodist Church four afternoons per week from 12:00 - 3:00. She receives specially designed instruction from the special education teacher four times per week for 15 minutes in the preschool classroom, and from the SLP once per week for 45 minutes in an empty classroom down the hall from Phong's preschool classroom.

What is Phong's LRE?





Braden is four-year-old preschool student eligible in the disability area of Autism. He attends a special preschool class exclusively for students with autism at United Cerebral Palsy (UCP) 5 days per week from 8:00 a.m. to 2:00 p.m. The preschool special education teacher and SLP see Braden at UCP. The teacher provides 90 minutes of direct instruction in the classroom, and the SLP provides 30 minutes of instruction in the classroom and 30 minutes in the resource room. Braden comes to his home school to receive services from the OT once weekly in her office for 30 minutes.

What is Braden's LRE?

Preschool Outcomes



Requirement by the Office of Special Education Programs (OSEP) to Report Indicator 7: Preschool Outcomes Data Annually

INDICATOR 7: PRESCHOOL OUTCOMES

- Reported in LEA Performance Profile.
- Data is currently collected through the Early Learning Progress Profile (ELPP).

Percent of preschool children aged three through five (not K) with Individual Education Programs (IEPs) who demonstrate improved:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
3. Use of appropriate behaviors to meet their needs.



ELLP Reminders

- Case managers should become familiar with child's current level of functioning and gather data from multiple sources before completing the ELPP.
- The date for 60-day completion of the Entry ELPP is calculated from the date special education services begin.
- Manually enter the date services began into the "Preschool Services Begin Date (3-5 yrs. old)" field in PowerSchool, which is triggered when you select that a child is a preschool student on the IEP Profile Page.



ELLP Reminders *(continued)*

- The Entry ELPP must be completed for all preschool children except those who have an initial IEP signature date that is less than 60-days prior to the end of the school year and will enter kindergarten in the fall.
- The Exit ELPP should be completed within 30 days of a child's exit from preschool services, or at the end of the year if the child is going to kindergarten.



ELLP Reminders *(continued)*

- Complete the Entry/Exit ELPP by referring to the skills progressions in the ASELDs in order to accurately determine the child's level of functioning.
- A paper copy of the Entry/Exit ELPP should be maintained in the child's special education records.
- Progress monitoring using the ELPP can help the determine IEP goals, provide documentation of progress toward IEP goals, and should be completed on a routine basis.



ELPP Reminders (continued)

- If an Entry ELPP was not completed in the previous LEA, it should be completed by the new LEA within 60 days of services beginning.
- If the transfer is from out of state, an Entry ELPP will always be needed.
- Do not complete an Exit ELPP if a student has not received six months of preschool special education services for any reason.





**All ELPP Forms and
Frequently Asked
Questions Located on
the ALSDE Web Site**

<https://www.alabamachieves.org/special-education/forms/>

Make sure to scroll to the bottom of the page.



Future of the ELPP...

Most of Alabama's LEAs will be using the ELPP and EETS to collect Indicator 7 data for the 22-23 school year.

A pilot cohort of LEAs will be implementing the GOLD® in the spring.



Why Teaching Strategies GOLD®

Stems from the vendor awarded the request for proposal for preschool outcome data collection.

Streamlines data collection for preschool students.

Provides comparable data on preschool outcomes among programs.

Captures, analyzes, and disaggregates preschool special education outcomes data from preschool staff annually to satisfy OSEP federal reporting requirements.

Allows for collaboration among the ALSDE Preschool Team and administrators to work with Teaching Strategies and the Department of Early Childhood Education (DECE) to seamlessly implement the required training for administration of the assessment.



GOLD® Alignment with the Alabama Standards for Early Learning and Development (ASELDs)

PERFORMANCE / CONTENT STANDARD		APPROACHES TO PLAY AND LEARNING (APL) Developing Skills and Attitudes for Success
GRADE LEVEL EXPECTATION / STRAND	APL 1	PLAY
INDICATOR	APL 1a	Imaginative Play: Children will use their imaginations to learn about the world around them.
INDICATORS		1a1-1 Use a familiar object for a different purpose or in a different way 1a1-2 Imitate observed actions GOLD® Objectives for Development and Learning 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others using objects in new and/or unexpected ways
INDICATOR	APL 1b	Collaborative Play: Children will learn to work and play together to achieve a common goal.
INDICATORS		1b1-1 Observe and seek to be nearby another baby or child 1b1-2 Engage in simple turn-taking 1b1-3 Engage in imitative play actions with adults GOLD® Objectives for Development and Learning 2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions 3. Participates cooperatively and constructively in group situations 3a. Balances need and rights of self and others 1 emerging to 2. Responds appropriately to others' expressions of wants



Pages 84-85 in the ASELD's book

Early Intervention (EI) to Preschool Transition



When a Child Turns Three...



Similarities and Differences: Eligibility

Early Intervention (Part C)	Preschool Special Education (Part B)
Eligibility based on percent of delay.	Eligibility based on Alabama Administrative Code (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 Alabama Administrative Code (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.
An Individualized Family Service Plan (IFSP) is required.	An IEP is required.
All IFSPs are reviewed at least every 6 months.	All IEPs are reviewed annually.
Family participation is required.	Parents are encouraged to participate in the special education process.
Service coordinator is responsible for coordinating all EI services 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.

Part C
+
Part B
=
ONE TEAM



"t"ransition: Indicator 12

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 Individualized Education Program (IEP) developed and implemented by their third birthdays (20 U.S.C.1416(a)(3)(B)).

Alabama's target is set at 100% by OSEP.



The "t"ransition Meeting

- It is the EISC's responsibility to contact the LEA to schedule the EI to Preschool transition meeting at a mutually agreed upon time.
- Attendees must include: the parent, EI representative, and LEA representative.
- If one of these required attendees is not present, the meeting must be rescheduled.



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.



Reasons for NO "t"ransition Meeting

- All required members did not attend.
- Child was determined eligible for EI less than 90 days (but more than 45 days) before the third birthday.



Determine Eligibility

- Evaluate the child according to the Alabama Administrative Code (AAC).
- Any of the 13 disability categories listed in the AAC may be used for preschool students.
- Per the Individuals with Disabilities Education Act (IDEA), students should be assessed in all areas of concern.



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).



Reminders

- Each LEA should have one person, in addition to the Special Education Coordinator, who receives and confirms receipt of ALL Letters of Notification from EI.
- Watch for a monthly email from the ALSDE containing your LEA's *EI to Preschool Notification Sent to LEA Report*, sent to the preschool contact and Special Education Coordinator, which includes a reminder of the process to follow when receiving the Letters of Notification from EI.

Notifications Report (Sent Monthly to LEA Contact)



El to Preschool Notification Sent to LEA Report:

- Notify Ms. Sheila Bolling (334-694-4782) immediately if there are:
 - Students on the report for whom you have NOT received a Letter of Notification, or
 - Students for whom you have received Letters of Notification who are NOT listed on the report.
- If the Letter is sent to the wrong LEA, forward to the correct LEA **ASAP**.
 - *DO NOT send personally identifiable information (PII).

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.).



Preschool Information



Preschoolers in Private Schools

- If the school IS not considered a private school (see one-pager), the LEA where the school is located provides equitable services under its private school plan.
- If the school IS NOT a private school, the LEA of residence of the student offers a free, appropriate public education (FAPE) in the LEA.
- The LEA determines whether the private school meets the definition of an elementary school in Alabama.



Preschoolers in Private Schools

RESOURCES:

- [ALSDE One Pager: SE_2021-11-10_Students-Attending-a-Private-School-Outside-Their-LEA-of-Residence_V1-00.pdf \(alabamaachievers.org\)](#).
- February 2022: Questions and Answers on Serving Students with Disabilities Placed by Their Parents in Private Schools: [Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools \(PDF\)](#).



The ASELDs

- All preschool IEPs should reference the ASELDs.
- A crosswalk from the ASELDs to the ELPP objectives is available.
- Online: [ASELDs Click Here](#).
- On the ALSDE web site: Special Education Services > scroll down to Preschool - General Information



We appreciate and thank you!



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