



Navigating Bulletin 1508 Updates in School Speech Services

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Participant Objectives:

- Participants will better understand the key provisions of the Individuals with Disabilities Education Act (IDEA) and how it applies to speech-language pathology and audiology as related services in public schools.
- Participants will be better informed about their roles and regulatory responsibilities when conducting comprehensive assessments to identify students with speech, language, and hearing impairments to ensure compliance with IDEA criteria.
- Participants will improve their knowledge of the legal and regulatory requirements for developing and delivering related services and properly implementing them in student Individualized Education Programs (IEPs) under IDEA.
- Participants will learn about recent legislative and regulatory changes that affects their professional responsibilities to ensure delivery of appropriate related services under IDEA.
- Participants will analyze case studies to practice making informed, data-driven, progress based related service decisions in student IEPs.
- Participants will evaluate scenarios where they must advocate for a student's IDEA-based related service needs as a public-school employee while complying with any state professional standards and practices.

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Current Relevant Laws and Regulations

- (IDEA) Individuals with Disabilities Education Act—20 U.S.C. § 1400 et seq. (34 C.F.R. § 300 et seq.)
- Section 504 of the Rehabilitation Act of 1973—20 U.S.C. §701 et seq.
- Title II of the Americans with Disabilities Act of 1990—42 U.S.C. §§ 12131-12165
- (FERPA) Family Education Rights and Privacy Act—20 U.S.C. § 1232g

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Current Relevant Laws and Regulations

- Children with Exceptionalities Act—La. R.S. 17:1941, et seq.
- (Bulletin 1508) Pupil Appraisal Handbook
- (Bulletin 1530) Louisiana's IEP Handbook for Students with Exceptionalities
- (Bulletin 1706) Regulations for Implementation of the Children with Exceptionalities Act
- (Title 46) Professional And Occupational Standards—Part LXXV. Speech Pathology and Audiology

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Special Education Terms/Acronyms

ACRONYM	MEANING
2E	Twice Exceptional
ABA	Applied Behavior Analysis
ADD/ADHD	Attention Deficit Disorder /Attention Deficit Hyperactivity Disorder
ALI	Administrative Law Judge
APLE	Adapted Physical Education
ASD	Autism Spectrum Disorder
AT	Assistive Technology
BE SE	Board of Elementary and Secondary Education
BIP	Behavior Intervention Plan
CLHSD	Central Louisiana Human Services District (COHSD)
COS	Community Outreach Specialist
CPJ	Crisis Prevention Intervention (training)
CHHS	Children's Special Health Services
DAL	Division of Administrative Law (Due Process Hearings)
DCFS	Department of Children and Family Services
DD	Developmental Disability
ERP	Early Resolution Process
ESUYIS	Extended School Year (Services)
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights and Privacy Act
FHF	Families Helping Families
IAP	Individual Accommodation Plan (IAP)
IDEA	Individuals with Disabilities Education Act
IEE	Independent Education Evaluation
IEP	Individualized Education Program

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HSA GNP Special Education Terms/Acronyms	
IFSP	Individualized Family Service Plan
ISS	In-School Suspension
LCH	Louisiana Department of Health
LDE	Louisiana Department of Education (aka, LDOE, The Department)
LEA	Local Education Agency (i.e., East Baton Rouge Parish School, etc.)
LRE	Least Restrictive Environment
MOR	Manifestation Determination Review
OCDD	Office for Children with Developmental Disabilities
OCL	Office of Civil Rights
ODR	Official District Representative
OH	Other Health Impairments
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OSS	Out of School Suspension
OT	Occupational Therapy
PLOP/PLAAF	Present Level of Performance
P	Present Level of Academic Achievement and Functional Performance (aka, PLOP, PLAAF)
PT	Physical Therapy/Physical Therapy
PWN	Prior Written Notice
RTI	Response to Intervention
SBLC	School Building Level Committee
SEA	State Education Authority (IDE)
SLD	Specific Learning Disability
ST/SLP	Speech Therapy/Speech Language Pathology
SWD	Students with Disabilities
SWP	Students with Exceptionalities

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History of Special Education—

How did we get here?

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History of Special Education—

Americans with Disabilities Act of 1990 (ADA)

The Civil Rights Act of 1964 provided citizens protections from discrimination; similarly the ADA barred discrimination against individuals with identified disabilities in:

employment (Title 1)

public services and transportation (Title 2)

public accommodations (Title 3)

telecommunications (Title 4)

miscellaneous provisions (Title 5)

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History of Special Education—

Individuals with Disabilities Education Act of 1997 (IDEA)

Congress enacted IDEA with the express purpose of addressing implementation problems resulting from "low expectations, and an insufficient focus on applying replicable research on proven methods of teaching and learning for children with disabilities." 20 U.S.C. § 1400(c)(4). The statute clearly stated its commitment to "our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."

20 U.S.C. § 1400(c)(1).

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History of Special Education—

Children with Exceptionalities Act—La. R.S. 17:1941, et seq.

La. R.S. 17:1942. Definitions.

B. A "student with an exceptionality", including **a student with a disability**, is any student who is **evaluated** according to state and federal regulation or policy and **is deemed to have** a mental disability, hearing loss (including deafness), multiple disabilities, deaf-blindness, speech or language impairment, visual impairment (including blindness), emotional disturbance, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, autism, **or is deemed to be gifted or talented**, and **as a result requires special education and related services**. A student with an exceptionality may include, as determined by the local education agency, a student experiencing developmental delay ages three through eight. (emphasis added)

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History of Special Education—

(Bulletin 1706)
Regulations for
Implementation
of the Children
with
Exceptionalities
Act—LAC
28:XLIII.1706

- **Special Education** is specially designed instruction*, at no cost to the parent, to meet the unique needs of the student with a disability, including: instruction conducted in the classroom, in the home, in hospitals and institutions, in other settings, and includes physical education. [adapting, as appropriate to the needs of an eligible student under these regulations, the content, methodology, or delivery of instruction; to address the unique needs of the student that result from the student's disability; and to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the public agency that apply to all students.]

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History of Special Education—

(Bulletin 1706)
Regulations for
Implementation
of the Children
with
Exceptionalities
Act—LAC
28:XLIII.1706

- **Related Services** is transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and includes speech language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in students, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.
- **Supplementary Aids and Services** are aids, services, and other supports that are provided in regular education classes or other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate.

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Purposes of the IDEA

- Ensure public schools provide **FAPE** that meets the student's **unique needs** and **prepares for further education, employment, and independent living**;
- Ensure **rights** of students and parents are protected;
- Assist SEAs, LEAs and Federal agencies to provide for the special education and related service needs of students with disabilities; and
- Ensure and **assess the effectiveness** of an SEA's efforts to educate children with disabilities.

34 CFR §300.1 (emphasis added)

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IDEA Process—Simplified Flow chart

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graph LR
    CF[Child Find] --> EE[Eligibility Evaluation]
    EE --> IM[IEP Meetings]
    IM --> P[Problems?]
    P --> E[Exits]
    E --> EA[Evaluation Age]
    E --> CD[Certificate HS Diploma]
    P --> M[Mediation]
    P --> IE[IEP]
    M --> EE
    IE --> EE
    P --> FCIR[FCIR]
    P --> DPCR[DPCR]
    FCIR --> IM
    DPCR --> IM
    E --> FCIR
    E --> DPCR
    FCIR --> IM
    DPCR --> IM
    EE --> S04[504]
    EE --> RTI[RTI]
    S04 --> IM
    RTI --> IM

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Child Find

- an LEA's *affirmative* duty to locate, identify, and evaluate students within its jurisdiction who are suspected of having a disability
- duty is triggered when the LEA learns there is a reason to suspect the student has a disability and needs special education
- duty includes looking for red flags

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Evaluations

- parents or school staff members (teachers, paras, nurses, SLP's, etc.) may request an evaluation for a student they suspect may have a disability **Child Find**
- LDOE regulations require them to be completed within 60 business days after an LEA receives parent's informed, written consent to evaluate*
- must be completed by qualified professionals and comply with LDOE regulations*
- an initial evaluation is considered "completed" when the written report has been disseminated by the pupil appraisal staff to the administrator of special education programs
- An LEA has a maximum of 30 calendar days to complete the IEP/educational placement document for an IDEA eligible student*

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Eligibility

- IDEA—SBLC or a similar group of qualified professionals must meet with the parents in an evaluation meeting to review the results that determine whether the student meets the definition of a *student with a disability* and is eligible to receive special education and related services
- if yes—the LEA evaluator(s) must have determined the student meets the IDEA's or LDOE regulation's definition of *student with a disability*—
- if no—
 - the student may qualify for individual disability accommodations/modifications under §504/ADA using an IAP
 - the student may be technically eligible under §504 or may simply need an IHP

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Eligibility

- when *after being evaluated* according to LDE regulations and is *classified as or determined as having*
 - an intellectual disability
 - a visual impairment (incl. blindness)
 - an orthopedic impairment
 - traumatic brain injury
 - a specific learning disability (SLD)
 - deaf-blindness or
 - a speech or language impairment
 - a serious emotional disturbance (ED)
 - autism
 - an other health impairment (OHI)
 - hearing disabilities
 - multiple disabilities
- who as *a result of that disability needs special education and related services*

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Procedures for Evaluation

Additional procedures for (§721.D)

- a speech-language assessment conducted by a licensed speech-language pathologist
- an educational assessment conducted to review academic skills and to determine whether the speech or language impairment significantly interferes with the student's educational performance.

*May be conducted by a qualified pupil appraisal staff member or the student's classroom teacher, when appropriate.
- a review of the voice assessment conducted by an appropriate medical specialist in all cases in which there is a suspected voice impairment;
- information from a parent conference or other communication with the parent(s) to determine whether developmental, health, or other factors may be causing, contributing to, or sustaining the speech or language problem;
- medical, psychological, and additional educational assessments shall be requested by the evaluation coordinator, when appropriate to the evaluation of the suspected disability.

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Bulletin 1530 §309. Related Services Considerations

Related Services Considerations (§309.A.2.)

The IEP Team shall consider each related service that is recommended on the evaluation reports and document and the decisions on the IEP form. For example, the team shall:

- list all services recommended by the team and the service provision schedules, dates, and location, etc.;
- explain the team's decisions not to include a recommended related service;
- explain delays in providing any related service listed on the IEP.
 - This delay, or hardship, in no way relieves a LEA from providing the service and from documenting every effort to provide it in a timely manner.
- The participation of related service personnel is extremely important during the IEP Team meeting. Involvement should be through either direct participation or written recommendations.

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IEP/IAP meetings

Meetings, Preparation, & Implementation

IEPs:

- o IEP is the vehicle used by the LEA to provide the student FAPE
- o Three types of IEP meetings: *Initial, Review and Interim*
- o Many regulations: notice, frequency, required attendees, format

IAPs:

- o An IAP is developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary school receives accommodations that will aid their academic success and provide access to the learning environment
- o §504 regulations do not have a list of mandatory attendees for an IAP meeting but key staff should attend, student's teachers, principal, SLP, etc.
- o Not as many regulations: no mandatory §504 plan format or content, meeting notice requirements, mandated plan review frequency, "periodic" reevaluation

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QUESTIONS?

BREAK

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Navigating Bulletin 1508 Updates in School Speech Services

Changes in Regulatory Responsibilities*

LDOE Bulletin 1508

- ✓ §107— Qualified Examiners
- ✓ §305. Screening Activities
 - ✓ Hearing Screening
 - ✓ Speech and Language Screening
- ✓ §307 — Referral Process
- ✓ §709. Deaf and/or Hard of Hearing
- ✓ §721. Speech or Language Impairment
- ✓ §1515. Speech-Language Pathology Services

Title 46 Professional Standards

- ✓ §121. Duties: Speech-Language Pathology Assistant License and Provisional Speech-Language Pathology Assistant License
- ✓ §137. Hearing Aid Dispensing

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Updates

Qualified Examiners (§107.A.1)

Replaces:
“Speech/language pathologists... audiologists... speech and hearing therapists, and speech/hearing/language ~~assistants specialists~~.”

Impact:

- Strengthens the professional recognition of SLP and audiology roles in evaluation teams.
- SLP-As can assist with screenings -- ~~not evaluations~~

Adds:
“Licensed specialists in school psychology and licensed psychologists with a school specialty” explicitly included as qualified examiners.

Impact:

- ~~Expands~~ who can evaluate students.
- May affect team makeup and evaluation responsibilities for SLPs.

Removes:
~~Certified School Nurses~~

*This does not impact the review of medical reports and recommendations to be considered in evaluation process & IEP

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Updates

Screening & Interventions (§305 D 2)

Removes:
Tasks, items, or tests used in screenings -Auditory processing skills, Fluency, Oral motor functioning, Oral structure

Adds:
Oral motor functioning, oral structure, linguistics and pragmatics

Impact:

- ~~Narrows~~ required screening areas but adds depth to others.
- ~~May~~ reduce screening workload but increases focus on language use and structure.

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Updates

Screening & Interventions §305.D.3)

Replaces:
“...Evidence-based interventions shall be conducted by a speech-language pathologist or ~~speech language pathology assistant~~ ~~other appropriate personnel~~”

Impact:

- clarifies that intervention data or screening must be documented by speech-language pathologists or speech-language pathology assistants rather than teachers or other staff.

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Updates

Referral Process (§307.A–B)

Referrals after RTI

Adds:
 "...The SBLC provides documentation that the RTI process addressing academic and/or behavior concerns or sensorimotor concerns or the speech or language intervention(s) addressing communication concerns

Impact:

- Expands who can be served through RTI
- Students showing signs of motor delays (speech, articulation, etc.) can receive interventions without waiting for academic failure

Immediate Referral

Adds: "An immediate referral ... for an individual evaluation of those students suspected of having low incidence impairments such as deafness and hard of hearing, hearing impairment..."

Impact:

- Clarifies that all types of hearing loss — not just "severe" — justify immediate referral
- Must consider how hearing impacts access to instruction, even if the student has average or above-average grades

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Updates

Hard of Hearing (§709.A–B)

Removes:
 Fluctuating hearing loss from the Hard of Hearing definition.

Impact:

- Limits eligibility for students with intermittent hearing loss
- Despite state law, under IDEA, a child may be eligible if their impairment: "Adversely affects educational performance, regardless of whether it is permanent or intermittent."
- RTI teams must document academic access challenges due to inconsistent hearing more explicitly
- Consider eligibility under: Speech/Language Impairment; Other Health Impairment (OHI)

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Updates

Speech or Language Impairment (§721.A)

Adds:
 "Speech or Language Impairment means a communication deficit(s) with impairment in the area(s) of fluency, articulation, voice, or language that adversely affects a student's educational performance and access to the general education curriculum. (Dialectal variations alone do not qualify a student to be classified as having speech or language impairment.)

Removes: disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a student's educational performance.

Impact:

- Shifts focus from a medical model to functional, school-based services
- Highlights how communication skills support access to the curriculum and classroom success

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Updates

Reevaluation (§1101.A.4–5)

Reevaluations are required for:

- change in placement;
- when a student is no longer suspected of having an exceptionality (including speech or language impairment);

Adds: “when a student is **no longer suspected of requiring a related service**, including but not limited to speech or language therapy, occupational therapy, physical therapy, or adapted physical education.”

Impact:

- Clarifies dismissal criteria and review timing.
- Ensures data-based decision for continuation or exit.

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Updates

Professional Standards (Title 46)

SLPAs and provisional SLPs must:

- Limit their tasks to what they are trained for
- Practice under supervision
 - Direct supervision** = On-site, in-view observation and guidance during service delivery
 - At least 1 clock hour per week
 - Indirect supervision** = May include reviewing documentation, conferencing, phone/email communication, reviewing video/audio recordings, etc.
 - At least 1 clock hour per week

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Updates

Professional Standards (Title 46 §121)

SLPAs and provisional SLPs must:

- Limit their tasks to what they are trained for
- Practice under supervision
 - Direct supervision** = On-site, in-view observation and guidance during service delivery
 - At least 1 clock hour per week
 - Indirect supervision** = May include reviewing documentation/plans, conferencing, training, data collection, etc.
 - At least 1 clock hour per week

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Hearing Aid Dispensing (Title 46 §137)

- Audiologists ONLY with dispensing registration
- Coursework, practicum, and competency standards
- Follow specific procedures before and after dispensing

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Implications of Inadequate Supervision or Exceeding Scope of Practice

SLPA	SUPERVISOR	SCHOOL DISTRICT
Formal disciplinary action by LBESPA	Board investigation and discipline	Corrective action from state monitoring
Formal disciplinary action by school	Held accountable for actions of their supervisee	Loss of funding
Legal liability in cases of harm or mismanagement	Negligence claims in the event of harm to students	Due process complaints

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Recap

2025 Changes:

- Shift from *medical* to *educational access* model
- Broader identification can mean additional referrals and support services
- More explicit intervention data & rate-of-learning criteria
- Closer integration with RTI process
- Reinforced collaboration among evaluators

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Case Study

Scenario 1:

Theo is a 2nd grade student referred for evaluation due to limited verbal participation and difficulty with peer interaction. His teacher and the SLP report that he rarely speaks and seems nervous when asked to respond orally. The team conducted an evaluation and reviewed data from the SLP, general education teacher, special education teacher, and educational diagnostician. The team finds Theo ineligible for services.

Discussion Questions:

- Was the evaluation team complete based on Theo's needs?
- Were all areas of concern addressed through appropriate assessment?
- Could the school's decision be challenged as inadequate or noncompliant?

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Case Study

Scenario 2:

A 1st grade teacher notices that her student, Rudy, has difficulty with /r/ and /s/. Without notifying the SLP, she begins "speech club" sessions during recess and uses articulation worksheets she downloaded on Pinterest. She documents the student's responses in a folder and brings this to the RTI meeting as evidence of progress. The SLP is unaware of the intervention, and no parent consent was obtained.

Discussion Questions:

- Who is authorized to conduct speech interventions under Bulletin 1508?
- Are there potential legal and ethical concerns?
- What, if anything, should have been done differently?

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Case Study

Scenario 3:

Darren, a 5th grader, has been receiving services for pragmatic language deficits. This year, the classroom teacher notes improved behavior, and the SLP observes Darren participating more in class. Believing he no longer needs services, the SLP sends the parent a letter saying therapy will be discontinued.

Discussion Questions:

- What are the legal requirements for exiting a student from speech-language services?
- Were any required steps skipped in this dismissal process?
- How might this impact Darren's access to services or trigger due process concerns?

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Case Study

Scenario 4:

Sondra, an 8th grader, consistently earns A's and B's. However, she avoids participating in discussions, group projects, or oral presentations. Teachers describe her as "quiet but smart." A 6th-grade screening noted mild expressive language weaknesses, but no intervention occurred due to her high grades. Sondra continues to isolate herself socially and avoids verbal tasks.

Discussion Questions:

- Does Sondra's academic performance rule out a language concern?
- Could her difficulties be impacting her access to the general curriculum?
- Should a referral or intervention be considered?

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Case Study

Scenario 5:

Elvin, a 3rd-grade student, has a recent history of ear infections and fluctuating hearing loss. Audiology evaluation data shows varying pure tone averages between 25–40 dB (mild hearing loss) in the better ear. His teacher reports he often misunderstands directions and seems lost during group instruction. The evaluation team decides that because the hearing loss is not permanent, Elvin does not qualify for services.

Discussion Questions:

- Is the team's decision compliant with updated Bulletin 1508 guidelines?
- Are there other pathways for support if Bulletin 1508 criteria aren't met?
- What additional documentation or steps might be needed?

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Case Study

Scenario 6:

Calvin is a kindergartener who avoids writing tasks (often scribbles and pushes his papers away), is aggressive toward peers at times, and has mumbled speech. His parents reported they sometimes have a hard time understanding what Calvin is saying at times. RTI interventions are focused on attention and task completion using a token system. The RTI team is considering a behavior referral.

Discussion Questions:

- Are the student's communication and motor needs being addressed?
- How might the current RTI plan fall short under Bulletin 1508?
- What are the potential consequences of overlooking these areas?

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Case Study

Scenario 7:
 Claire, a 4th grader, is referred for concerns with social communication, declining grades, and anxiety. The evaluation team includes the SLP, special ed teacher, general ed teacher, and school psychologist. Parent input is collected, and each team member conducts assessments. The resulting eligibility meeting leads to a plan addressing both language and emotional needs.

Discussion Questions:

- Did the team demonstrate best practices under Bulletin 1508?
- What elements of this process helped ensure compliance and student-centered decision-making?

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Case Study

Scenario 8:
 Denise is a 1st grader with articulation errors affecting intelligibility. After teacher referral, the SLP meets with the parent and obtains written consent for RTI-based speech intervention. A trained SLPA provides services twice weekly, using evidence-based practices. The SLP monitors fidelity and progress weekly. After six weeks, the team reviews the data and discusses next steps.

Discussion Questions:

- How does this scenario reflect current Bulletin 1508 requirements?
- What are the roles of the SLPA and supervising SLP in this process?

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