



Supporting Early Childhood Special Education Programs (619) during COVID-19 School Closures

Created April 7, 2020

Transitional Activities from Part C to Part B (Infant Toddler Program to LEA)¹

The federal requirements to ensure that children transitioning from Part C to Part B have an IEP in place by each child's third birthday have not been waived. Schools should take all reasonable efforts to comply with the requirement to develop an IEP for each child and may utilize alternative means for IEP team meetings, such as telephone or videoconferencing.

Upon receiving Part C referral information, it will be important to contact the family to discuss transitioning to Part B services. During this contact, discuss and explain potential alternative ways in which evaluations and assessments can be conducted so that the family can provide informed consent. Provide the family with Procedural Safeguards and information about how early childhood special education services might be offered during the COVID-19 crisis.

During this COVID-19 national emergency, screenings and evaluations for children referred under Part C may occur through virtual means. Ensure that all FERPA requirements are followed. First and foremost, ensure transparency with the family, gain their informed written consent if possible, and provide Written Notices as required. Document all communications with the child's family.

A family may choose not to participate in an alternative evaluation or assessment, which will result in the child's evaluation being postponed until the evaluation can be conducted in person. When determining methods of conducting alternative evaluations it is important to consider the effectiveness of gathering information in a virtual format. Each evaluation conducted during this time should include collection and review of a body of evidence. Consider a combination of the following:

- Interviews with caregivers;
- Review of existing developmental information, including videos of the child, if available;
- Virtual observation of a play session or other routine;
- Guiding parents in simple activities that can then be reviewed together;

¹ Information modified from the Colorado CDHS SCE Joint Guidance on Part C to B Activities During COVID-19



- Direct assessments that are able to be conducted in an interview format;
- Initial evaluation and assessments of child and family must be completed timely of receiving the consent to assess;
- Other means available to provide necessary information.

Compensatory education for early childhood special education

Pursuant to the guidance from OCR, if a preschool student does not receive services after an extended period of time, the student's IEP team must make an individualized determination whether and to what extent compensatory services are needed.

Early Childhood Outcome (ECO) Entrance and Exit Ratings

IEP teams should use assessments, observations, and referral information to give a student a ECO Entrance rating. If it is not feasible to give a child an anchor assessment at entrance, document what materials were used to determine the ECO rating, and provide Written Notice as required.

The IEP team will meet and use available data to complete the ECO Exit rating to reflect the student's current level of performance. This information can be student work, observations, testing completed prior to COVID-19, parent or caregiver input, etc. Document in Written Notice what material was used to determine the Exit rating.

Transition to Kindergarten

The process for students transitioning to kindergarten will follow the same procedures as other IEP meetings and guidance outlined in the SDE FAQ. It is important to document all decisions made and provide Written Notice as required.