

General Guidance	
<p>As LEAs continue with disruptions during the COVID-19 pandemic, many parents, teachers, and problem-solving teams will have questions about how and when a referral to consider special education should be considered under these unique circumstances.</p>	
Question	Considerations
<p>If a referral was made prior to a district Category 3 closure, how do we proceed?</p>	<ul style="list-style-type: none"> <li>• If the team has not gained <i>Consent for Assessment</i>, the team should proceed with the <i>Referral to Consider a Special Education Evaluation</i> process.</li> <li>• If the team gained <i>Consent for Assessment</i> prior to or during a closure, the 60-day timeline is in effect.               <ul style="list-style-type: none"> <li>○ The 60-day timeline began when <i>Consent for Assessment</i> was received by the LEA. The evaluation must be completed within 60 calendar days of receiving written consent, excluding periods when regular school is not in session for 5 or more consecutive school days.</li> <li>○ The team should calculate how many days had already passed between the receipt of consent and the date of school closure and subtract that number from 60. The result is the number of days remaining for the team to complete assessments and make an eligibility determination.</li> </ul> </li> </ul> <div style="border: 1px solid #00a0c0; padding: 10px; margin-top: 10px; background-color: #e6f2e6;"> <p><b>Example:</b>            If initial consent was received 15 days prior to school closure, then:  <math>(60 \text{ days} - 15 \text{ days} = 45 \text{ days})</math>.            In this example, the team would have 45 calendar days to complete assessments and make an eligibility determination.</p> </div>
<p>If a parent requested to delay evaluation for their child who was transitioning from the Infant-Toddler program last spring, how do we proceed?</p>	<p>The evaluation team should meet and offer to move forward with the evaluation process under the following guidelines:</p> <ul style="list-style-type: none"> <li>• If “regular school” is in session, the evaluation team should proceed with gaining <i>Consent for Assessment</i> and completing the evaluation.</li> <li>• If “regular school” is not in session, then the evaluation team should determine if face-to-face assessments are needed for this evaluation.               <ul style="list-style-type: none"> <li>○ If face-to-face assessments are required for this evaluation, the team should consider whether assessments can be administered within the guidelines for minimal use of school buildings.                   <ul style="list-style-type: none"> <li>▪ If yes, proceed with the evaluation within the 60-day timeline.</li> <li>▪ If no, then document the decision in a <i>Written Notice</i>, indicating when the assessment/evaluation process will resume.</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ If face-to-face assessments are not required for this evaluation, the team should consider whether you have or can gather sufficient evidence for an eligibility decision. The team must ensure meaningful parent participation in the evaluation and eligibility process.             <ul style="list-style-type: none"> <li>▪ If yes, the team should move forward with determining eligibility.</li> <li>▪ If no, then document the decision in a <i>Written Notice</i>, indicating when the assessment/evaluation process will resume.</li> </ul> </li> </ul> <p>Check in with parents periodically to ensure that teams continue to have the opportunity to consider whether to move forward with the evaluation process.</p>
<p>What if parents continue to request to delay in the evaluation process due to concerns about sending their child to school?</p>	<p>The evaluation team should offer to proceed with the evaluation process determine if face-to-face assessments are needed for this evaluation.</p> <ul style="list-style-type: none"> <li>● If face-to-face assessments are required for this evaluation, the team should consider whether assessments can be administered remotely.             <ul style="list-style-type: none"> <li>○ If yes, proceed with the evaluation within the 60-day timeline.</li> <li>○ If no, then document the decision in a <i>Written Notice</i>, indicating when the assessment/evaluation process will resume.</li> </ul> </li> <li>● If face-to-face assessments are not required for this evaluation, the team should consider whether you have or can gather sufficient evidence for an eligibility decision. The team must ensure meaningful parent participation in the evaluation and eligibility process.             <ul style="list-style-type: none"> <li>○ If yes, the team should move forward with determining eligibility.</li> <li>○ If no, then document the decision in a <i>Written Notice</i>, indicating that the district offered to proceed with the evaluation process in order to determine eligibility.</li> </ul> </li> </ul> <p>Check in with parents periodically to ensure that teams continue to have the opportunity to consider whether to move forward with the evaluation process.</p>



# Early Childhood Child Find Quick Guide: COVID-19



How should we proceed with the Child Find process for early childhood students?

The district should proceed with Child Find activities, such as screenings, based on the categories below:

**Category 1:**

“Regular school” is in session. The district should proceed with the Child Find process ensuring that physical distancing and sanitation procedures are followed.

**Category 2:**

- If “regular school” is in session. The district should proceed with the Child Find process ensuring that physical distancing and sanitation procedures are followed.
- If “regular school” is in session but is operating in a hybrid/blended learning model, the district should determine if the process can be completed within the district’s guidelines of limited/staggered use of buildings. If so, then proceed with the process ensuring that physical distancing and sanitation procedures are followed.
- If “regular school” is not in session, the district should identify if Child Find activities can be completed remotely.
  - If so, then proceed with the Child Find process through remote activities/screenings.
  - If not, Child Find activities/screenings may need to be delayed and rescheduled until the health and safety of participants and staff can be ensured through established protocols.

**Category 3:**

- “Regular school” is not in session. The district should identify if Child Find activities can be completed remotely.
  - If so, then proceed with the Child Find process through remote activities/screenings.
  - If not, Child Find activities/screenings may need to be delayed and rescheduled until the health and safety of participants and staff can be ensured through established protocols.