



FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

Family Facts

on Early Childhood Transition

A publication of the Federation for Children with Special Needs

Transition during COVID-19

The Department of Public Health (DPH), on June 5, issued a temporary policy change to extend Early Intervention (EI) services for children who turned or will turn 3 between March 15 and Aug. 31, 2020, and face an abrupt end of services due to COVID-19.

To be eligible, a child must:

- Have been referred to their local school district to be evaluated for Early Childhood Special Education services but have not yet been evaluated to determine eligibility due to delays related to COVID-19; or,
- Have a signed Individualized Education Program (IEP) and continued EI services are necessary to support the transition to Early Childhood Special Education (ECSE).

EI Individualized Family Service Plan (IFSP) services for children that meet the criteria above may continue until the child's school district is able to complete a comprehensive eligibility evaluation and the school district determines that the child has successfully transitioned to Early Childhood Special Education (ECSE), or until Oct. 15, 2020, whichever is sooner.

EI providers must ensure there is no duplication of services provided by another school district during the transition period.

Early Intervention Programs may contact families of qualifying children discharged from EI services prior to issuance of this temporary policy to offer continuation of EI services.



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Informing, Educating, Empowering Families

The Federation for Children with Special Need The Federation for Children with Special Needs provides information, support, and assistance to parents of children with disabilities, their professional partners, and their communities. We are committed to listening to and learning from families, and encouraging full participation in community life by all people, especially those with disabilities.

The Federation believes that individual differences in people are a natural part of life, and that disabilities provide children and adults with unique perspectives, insights and abilities which contribute to the overall well-being of society.