



COVID-19 Guidance

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Guiding Questions for Decision Making During COVID-19



What is required?

What is flexible?

What provides for equity?

Referrals and Identification

[2020-21 School Year Planning Guidance](#) (ECSE starts on p. 81)

What is Required?

- Early Learning partners should continue making referrals
- ECSE programs must respond to all referrals
 - Responses typically occur within seven to 10 days for Part B
 - 45 day timeline starts on the day the referral is made for Part C

What is flexible?

- While timeline requirements for the completion of evaluations and assessments have not been waived, [OCR/OSERS supplemental fact sheet](#) states: “As a general principle, during this unprecedented national emergency, public agencies are encouraged to work with parents to reach mutually agreeable extensions of time, as appropriate.”
- MDE emphasizes that evaluations and re-evaluations should be completed as soon as possible

Prioritizing Evaluations and Re-evaluations

What Provides for Equity?

Some things to consider when prioritizing evaluations and re-evaluations include:

- whether the child is currently receiving services or needs that initial identification in order for delivery of services to start;
- whether identification is necessary for participation in a district or community preschool opportunity;
- how much of a suspended evaluation or re-evaluation is left to complete (are there some that can be completed with very little additional staff time?); and
- December 1 child count – child must be eligible and on a plan.

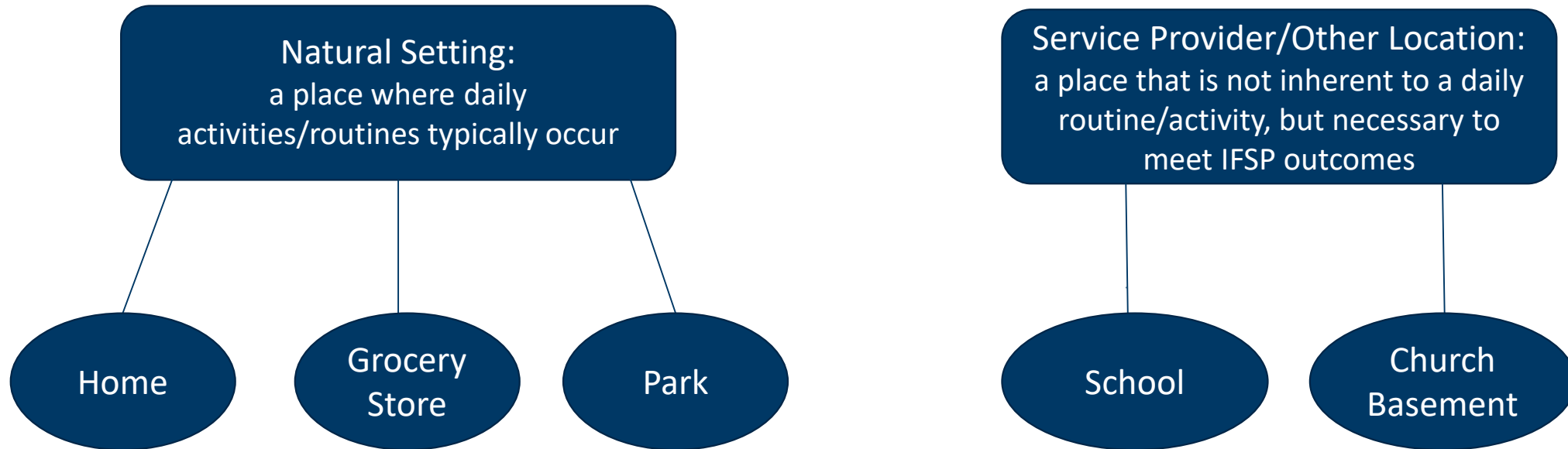
Part C: Service Delivery in Natural Settings

Documentation Example

Due to MDH guidance that educational staff should not enter family homes during the COVID-19 pandemic, XXX's IFSP services will be provided virtually to XX and his family when they are in their home. In-person visits for the purposes of assessment and relationship building may occur occasionally at a mutually agreed upon location (outside or at the Family Learning Center, etc...) using safety procedures recommended by MDH unless county COVID case rates indicate that no face-to-face interactions should occur in any setting. In-person home visits will resume when MDH guidance permits.

Part C: Service Delivery in Natural Settings

Instructional Setting



Instructional Setting will be determined by the location of the child/family during the majority of your visits. The delivery model (virtual or in-person) can flex according to the provisions you've made in the IFSP or Contingency Learning Plan (CLP).

Part C: Service Delivery in Natural Settings

Virtual Intervention

[A Family's Story: Virtual Home Visits with Zander's Family](#)

[A Family's Story: Virtual Home Visits with Ares' Family](#)

[Additional Distance Learning Resources](#)

[Welcoming Families to Mobile Coaching](#)

[Tips for Families on Tele-Intervention](#)

Virtual Intervention

Eliminating Barriers

Access to technology cannot be barrier to virtual instruction.

- This is more than provision of devices and hotspots. This is also responding to the needs of families with multiple children.
 - Consider adopting a single platform.
 - Consider adopting platforms that do not require multiple log-in codes/passwords for parents to access content from different providers.

Share Your Solutions!

We would like to compile a resource for leadership. Please email mde.ecse@state.mn.us with examples of the following:

- Effective strategies for flexible documentation in Contingency Learning Plans for Part C
- Community Partners for in-person visits or evaluations

Thank you!

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