



FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

Family Facts on Transition

A publication of the Federation for Children with Special Needs

Transition during COVID 19

Turning three (3) and transitioning from Early Intervention (EI) to Early Childhood Special Education during COVID 19 has its challenges but it can be done with planning, collaboration, participation, and creativity. Here are a few ideas to consider:

- Early Intervention transition planning conferences can be held virtually and the local school district should participate. You may want to write down the names of the people who participate.
- Local school districts are open and accepting referrals from Early Intervention.
- Parents should feel free to call their local school district if they haven't heard anything from the district and your child's 3rd birthday is approaching. Call the Special Education office or Early Childhood Coordinator.
- Local school districts can review and use relevant and recent Early Intervention assessments when determining eligibility for special education; they can also conduct their own assessments to determine eligibility.
- Early Intervention programs may continue working on transition activities with a family through the transition process.
- The Individual Education Program (IEP) Team, which includes your family, may decide to use the IFSP for the first year of special education services.
- Eligible children should have an IEP developed, signed by the parent and returned to the district, and be receiving services from their school district (much like telehealth visits in EI) on the child's third birthday.
- Local school districts can look into contracting with EI programs to implement the IEP/IFSP until schools are back in session.
- If you have any concerns regarding the transition process, please speak with your service coordinator or your local school district.



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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.