



**Transition C to B** – the transition of children from Early Steps to school district continues to follow required timelines.

Since BDI-2 exit evaluations for Child Outcomes Measurement have been suspended during Covid-19 until further notice, school districts will not be receiving exit evaluations from LES to use in determining eligibility for children entering PreK. Please check the TATS website [www.tat.ucf.edu](http://www.tat.ucf.edu) COVID-19 box for up to date information.

**Suggestions and tips:**

- Districts are holding transition conferences via conference call or virtual platforms and prioritizing children transitioning from C to B when planning evaluations.
- If districts have enough information to determine eligibility they are moving forward and holding eligibility meetings and staffing children. If they are not able to gather enough information to determine eligibility, once they are face to face, complete the unfinished portions of the evaluation.
- Many school districts who were using the BDI2-NU as part of their eligibility determination are now using other tools, such as: Developmental Profile 3<sup>rd</sup> Edition (DP3) or Developmental Assessment of Young Children (DAYC2), or other.
- Districts are using review of records from Part C providers, any evaluations completed in the last year, and family interviews as a way of determining DD eligibility using professional judgement.  
**Note:** It is not appropriate to delay transition or determine not eligible and redirect Part C children to FDLRS Child Find since they have already been identified and received Early Steps services.  
Check this link regarding Applying Assessment Principles to Evaluation for Eligibility Remotely (Section 619) <https://ectacenter.org/events/webinars.asp#y2020remoteeligibility619>
- Some districts are using virtual evaluations (using district approved platforms).
- Once children are staffed, families have the choice to receive virtual services or wait until school reopens, but may be able to register their children online in some districts, or via registration packets in others.
- Provide families with the Transition Booklet if they have not already received it from Early Steps. It is available for download here in English, Spanish and Haitian Creole: <https://floridatransitionproject.ucf.edu/>

**Transition PreK to Kindergarten** - Please check the TATS website [www.tats.ucf.edu](http://www.tats.ucf.edu) COVID-19 for more information.

**Suggestions and tips:**

- Use virtual platform to hold IEP meetings and updates (WebEx, Zoom, etc.), as allowed by district. Some platforms are listed on the TATS website <https://tats.ucf.edu/online-resources-for-remote-instruction/>
- Provide parents with the option for virtual evaluations, if needed and permitted, or wait until school resumes.
- Complete as much of evaluation as possible and document why other portions were unable to be completed and develop a process to timely complete the started evaluation once school reopens.
- Provide parents with registration packets online or via printed packets with a list of items needed prior to school start, such as medical information, birth certificate, etc.
- Teacher/ district activities to smooth transition:
  - Read books about transition during instructional time, or record them on zoom for families to share at home. Consider making a simple picture book about transition for families without internet.
  - Access the TATS website for stories (<https://tats.ucf.edu/people-reading-books-videos/>) can be viewed on mobile phone as well as computer.
  - Provide families with skills to work on at home (social skills that will help their children as they enter kindergarten) – see resources on TATS website [www.tats.ucf.edu](http://www.tats.ucf.edu) .
  - Make a short video tape (virtual field trip) of a couple of classrooms with narration about what happens there.
  - Make a “bulletin board” with transition related information that can be shared virtually or printed and sent home for those children
  - Provide parents with a typical schedule of what happens in a kindergarten day so they can help prepare their children.
  - Encourage parents to talk to their children about kindergarten and draw pictures of how they are feeling about going to a new school/classroom.
  - Print and send home the **Getting to Know Me and My Family** packet for families to complete prior to school start up. This can be a family activity and provide valuable information to the receiving teacher who may not have an opportunity to meet the child and family prior to school starting back up. This can be found here in English, Spanish and Haitian Creole: <https://floridatransitionproject.ucf.edu/>