

## **Early Childhood Special Education (ECSE)**

The National Association of State Directors of Special Education (NASDSE) has partnered with the Early Childhood Technical Assistance (ECTA) center to address the impact of COVID-19 on young children with disabilities. We recognize the continued importance of inclusion for young children with disabilities. As we embrace the “new normal” and consider the various ways in which classrooms will be opening, we are providing resources to support COVID-19, equity and inclusion.

[Equitably Serving Children with Disabilities and their Families during Coronavirus \(COVID-19\)](#) In this document we set forth four guiding equity statements along with questions to guide the discussion of equitable early intervention and preschool special education for young children with disabilities and their families among system leaders, administrators, and teachers or direct service providers. We offer this document as one tool for beginning to examine systems and services.

[Re-Imagining Inclusion: High-Quality Inclusion for Young Children with Disabilities When Our World is Turned Upside Down](#) This recent webinar explores the continued importance of inclusion for young children with disabilities. Multiple opportunities for building, sustaining and growing high-quality inclusion are highlighted as well as lessons learned about successful family partnerships with service providers while receiving virtual services.

[Frequently Asked Questions Regarding the Delivery of IDEA Early Childhood Services During the Coronavirus \(COVID-19\) Pandemic](#) This page summarizes the practice questions from Part C and Part B, Section 619 programs. Policy and legal questions are answered by the Department of Education (ED). We have identified official answers from ED guidance that informs practice, when available, and provided practice guidance, strategies and resources from states and national organizations, as appropriate.