

NM PUBLIC SCHOOL PRESCHOOL MOY ECOT FREQUENTLY ASKED QUESTIONS

Question	Answer
Will the MOY ECOT deadline be extended?	Yes, the window will be extended until February 22 nd . We realize that some children are coming back into the building in a hybrid setting. This will give you extra time to collect observations in person. For districts still in the remote model this will give you time to try new strategies.
When should we use the COVID exemption for ECOT?	The COVID exemption in ECOT is only to be used when you truly cannot get ANY information- not by phone calls, Zoom, etc., or when the family does not send photos, videos, or descriptions of what the child is doing. It can be used if a family has no connectivity during remote learning. You can also use this for the physical domain when a family does not have access to stairs, playground equipment, or balls. It can also be used if a child or a family member has an extended illness, such as COVID-19.
When should we use the IEP or Medical Exemption for ECOT?	The medical exemption is only to be used when a child has a physical disability or injury. For example, a child who uses a wheelchair may not be rated on climbing stairs and neither would a child with a broken leg, or perhaps a child may have been hospitalized for 3 weeks. This exemption does not include a child that knows ASL. A child using ASL can still be assessed. The only other exemption for special education is if a child is in Head Start or perhaps a childcare center. If this is the case, then you will utilize the assessment information that program has along with family input, such as family interviews, and from class time, including any videos/pictures that families send to the teacher. Other than these two exceptions, the federal agency has not given any exemptions of any kind for children with disabilities. Since ECOT has observations of the Essential Indicators beginning at birth, all children will fall on the developmental rubric. Teachers should describe what the child can do, and where they are developmentally. All children must be assessed in all areas of development within ECOT. If we are assessing only IEP goals, then we are denying FAPE.
If children are not attending synchronous meetings, we can collect data through asynchronous activities such as Canvas or Seesaw, but, what should we do if children are not attending synchronous meetings or completing any asynchronous learning activities?	Continue to reach out to families and document your attempts at contact. Try a new approach for reaching out to connect with families. Some children will respond better to small group meetings and prefer that setting.

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<p>How many attempts or how often should attempts be made for families that are not responding back? Who is responsible for contacting families who never attend? Is it solely the teacher's responsibility or when should the district support?</p>	<p>The teacher should attempt a minimum of daily contact for a week, followed by two weekly contacts thereafter. After 10 days, the school or district administrator should assist. Typically, districts dis-enroll children following 10 unexcused absences, but follow your district guidance. Please ensure that devices are retrieved from dis-enrolled students.</p>
<p>How do you assess nonverbal students who do not know ASL during remote learning?</p>	<p>You should set up a system with your speech therapist to give the child choices and options using visuals for what you are doing during your lessons. The child needs to have all the communication tools in PECS available at home. You should have meetings with the family to set up expectations for how to use the visuals and how the families should assist during remote learning lessons. Preplanning of lessons is very important to ensure that the visuals are always available in advance.</p>
<p>Do we complete portfolio samples during remote learning?</p>	<p>Yes, portfolio samples should be collected during remote or hybrid learning.</p>
<p>We have been in remote learning all year. Some families have not allowed their child to play with children outside of the house since March. They are struggling to give feedback on Cooperative Play and Social Problem Solving if they are the only children. How should we provide a rubric rating for these students?</p>	<p>Watch the child's interactions during small group time. Set up times that children must interact with peers during small and large group. Ask questions about how they play/interact with family or cousins. If you cannot gain any data, use the COVID exemption. This should be rare.</p>
<p>How can we collect data on students who are unable to attend because they are at daycare all day?</p>	<p>Childcare should allow our children to access our learning opportunities. Try contacting the childcare center. Ask about access to devices and regulations around screen time. If you have done these things and need assistance you may contact Andrea Fletcher afletcher@swrecnm.org Andrea is with the REC and is in charge of the childcare center support with districts' online learning project. Her team is working to help coordinate efforts between PED programs and childcare. (This is a different contact than what was mentioned in the webinar, please contact Andrea Fletcher)</p>

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<p>How do I type up a portfolio sample in a positive way for students with an IEP and do not have the skills yet, even for first steps?</p>	<p>Be sure that you have the correct version of the New Mexico Early Learning Guidelines: Essential Indicators with Rubrics for Preschool Children. ECOT rubrics span birth up to grade 1. Use the birth to age 3 rubric levels in situations like this. Remember that the EIs are designed to capture where the child is and what he/she is able to do. Use the language from the EI (ex: 7.4a Sally responds to rhythm and hums or sings to familiar songs).</p>
<p>What should I do if a family member is telling his/her child the answer to questions during synchronous learning or asynchronous learning activities?</p>	<p>Have a family Zoom or Google Meets meeting to discuss this. Set up clear expectations at the beginning of the meeting, explain to families that if they see their child struggle, to first wait and let them try. The teacher and families can have conversations about how to help their child progress in that area during your weekly check in. You can also ask the family member to hold the iPad to record the child completing an activity so that they cannot help.</p>
<p>What should I do if a child is rarely on the screen enough for me to see him? I can only see the top fourth of his head and he is nonverbal, or a child is running out of the room often during lessons. How do I collect data for these children?</p>	<p>Try asking the family to tilt the camera down. If he is a child with an IEP, you should schedule one-on-one sessions at different times, maybe even in-person at school (5 to 1 groups), implementing his accommodations and IEP goals. If he does not have an IEP you can also try individual and very small groups. Work with the team to come up with strategies for that child. Do you need a school counselor or other related service person to work with the family? Do as you would with any student, all students are general education students first. It is acceptable to use PreK funds to purchase materials to send home to families such a fidget.</p>
<p>REMINDERS:</p> <p>Families do not provide rubric ratings. They may provide information and stories to help teachers decide rubric ratings. Rubrics should not be shared with families.</p> <p>Weekly communications with each family must continue. Use this time to communicate the purpose of activities and to discuss Essential Indicators. Ask “What are you seeing? What growth or progress are you seeing in this area?” Also use the questions from the ECOT Data Collection Guidance document.</p>	