As of August 4, 2020, the federal government has not waived the federal requirements under the IDEA [which includes Child Find 20 US Code 1412]. The California Department of Education (CDE) and State Board of Education (SBE) are working with the [US Department of Education](https://sites.ed.gov/idea/topic-areas/#COVID-19) (USDOE) to determine what flexibilities or waivers may be issued in light of the extraordinary circumstances. At this time, Congress has not passed any additional waiver authority concerning the FAPE and Least Restrictive Environment (LRE) requirements of IDEA, reiterating that learning must continue for all students during the COVID-19 national emergency. USDOE continues to provide updates and Special Education guidance for COVID-19 on their website. Given this information, CASP understands that school psychologists feel the pressure of a tsunami building related to assessment responsibilities.

School psychologists engaging in standardized testing as part of their assessment are rightly concerned. For those engaging in tele-assessment testing, appropriate training and practice, level of technology for assessor and student, to confidentiality of materials are all concerns that impact reliability and validity. For those conducting in person assessments including standardized testing, Personal Protective Equipment (PPE), physical distance or barriers (plexiglass partitions, face shields, or masks) are not addressed variables in standardized administration procedures that could impact student performance and complicate reliability and validity.

The CASP board understands and shares these concerns and has commissioned from our learned membership a resource paper. This paper will address these issues so that we can exercise our professional judgment as school psychologists, to establish our “best available practices given the circumstances”. We also aim to provide short and concise papers directed at district administrators to help them make informed decisions regarding data collection for SPED purposes.

**In the meantime, you can refer to our** [**original position**](https://casponline.org/pdfs/position-papers/CASP%20Covid-19%20Assessment%20Position%20Paper.pdf) **from April, as well as this member-generated** [**example**](https://casponline.org/pdfs/publications/covid/Clean%20Room%20Testing%20Bay%20Area%20CA-1.pdf) **of a socially distant way to set up a conference room to give in-person assessments, and a member-created list of** [**resources**](https://docs.google.com/document/d/1Bioj2Bjo7izZHr9zLLbRFFDthfgJWoAP3OApUWtoQzw/edit?usp=sharing)**. Also keep an eye out for upcoming “Couch Chats” for you to discuss giving assessments during this pandemic with fellow school psychologists.**

In this time of emergency where more than 90% of California school districts will be starting the year doing distance learning, waiting to establish “best practices” is not an option. Why? All students in California, from the start of this school year forward, will be held accountable for new learning. Special education students and new students yet to be identified, need to be evaluated so eligible students can access FAPE. Given that the allowable practice will vary among districts, there is no current generalized “best practice”. As always, we will use our professional judgement to carry out our evaluations. We will all be adding additional statements regarding the specifics and limitations of testing during COVID-19 and their possible impacts on reliability and validity. We can share our findings with our IEP teams, informing them that findings are not carved in stone and can always be revisited at a later date if further concerns arise or when more data is available.

CASP looks forward to sharing these resource papers and a Couch Chat date with you shortly and have every confidence that we will all be doing the best we can for all our students.