

**MEMORANDUM OF UNDERSTANDING
FOR 2020-2021, 2021-2022, 2022-2023, 2023-2024 SCHOOL YEARS
CONCERNING
THE TRANSITION OF CHILDREN FROM PART C TO PART B
AMONG**

Grants/Cibola County Schools (GCCS) (NM PED)
Grants Early Childhood Development Center
La Vida Felicidad Early Intervention Program
Pueblo of Acoma Haak'u Learning Center
Pueblo of Laguna Division of Early Childhood (DEC)
Ramah Navajo School Board, Inc. Early Childhood Programs
Native American Professional Parent Resources (NAPPR)
NM School for the Blind and Visually Impaired (NMSBVI)
NM School for the Deaf (NMSD)
Education for Parents of Indian Children with Special Needs (EPICS)
Parents Reaching Out (PRO)
Cibola Home Visiting
Navajo Nation Growing in Beauty Early Intervention Program

Program Information

<p>Program: Grants/Cibola County Schools (3-4 year old program) Address: 402 N. Second Street-PO Box 8, Grants, NM 87020 Phone: (505) 285-2631 Fax: (505) 287-8487 Superintendent: Mr. Max Perez Contact Person: Jane Williams or Laura Wilson, Transition Specialist Email: laura.wilson@gccs.k12.nm.us</p>	<p>Program: La Vida Felicidad Address: 833 East Roosevelt Ave., Grants, NM 87020 Phone: (505) 287-5118 Fax: (505) 287-5138 Executive Director: Adrian Duran Phone: (505) 565-1614 Email: adrian@lvfnm.org Contact Person: Sonya Spencer Email: sonya@lvfnm.org Home Visiting Contact Person: Shaye Trujillo Email: shaye@lvfnm.org</p>	<p>Program: Ramah Navajo School Board, Inc. Early Childhood (EI, Head Start, FACE) Address: PO Box 370, Pine Hill, NM 87357 Phone: (505)775-3500 Fax: (505)775-3638 Superintendent: Dr. Juanita Becenti Contact Person: Cynthia Nells Head Start/Early Intervention Cynthia Nells Email: cnells@msb.k12.nm.us FACE Contact Person: Bob Hymer Email: bhymer@msb.k12.nm.us</p>
<p>Program: NM School for the Blind and Visually Impaired (NMSBVI) Address: 801 Stephen Moody St. SE, Albuquerque, NM 87123 Phone: (505) 859-0427 Fax: (505) 291-5456 NMSBVI Infant Toddler Program Coordinator: Julie Maner, COMS, DS III Contact Person: Lizzie Philips, DVS III/ Orientation on Mobility Specialist Email: elizabethphilips@nmsbvi.k13.nm.us Phone: (505) 355-9936</p>	<p>Program: New Mexico School for the Deaf (NMSD) Address: 2851 County Road 116 Hesperus, CO 81326 Phone: (505) 860-4615 Fax: (970) 375-6272 Contact Person: Wendy Prouse, Regional Consultant Email: wendy.prouse@nmsd.k12.nm.us Address: 1060 Cerrillos Road, Santa Fe, NM 87505 Phone: (505) 946-7181 Fax: (505) 476-6424 Contact Person: Carla Gregory, NM Parent Advisor Early Intervention and Involvement Division Parent Infant Child Program Email: carla.gregory@nmsd.k12.nm.us</p>	<p>Program: Grants Early Childhood Development Center Address: 246 Mountain Road, Grants, NM 87020 Phone: (505) 287-4470 Fax: (505) 285-4303 Center Director: Sebastian Camacho scamacho@ourkidzrock.com Contact Person: Michelle Chavez, FCS Specialist Email: mchavez@ourkidzrock.com Program: Cibola Home Visiting Address: 551 Washington Avenue, Grants NM 87020 Phone: (505) 285-3542 Administrator/Contact Person: Rachel Luevano Email: Rachel.luevano@pmsnm.org</p>

<p>Program: Laguna Division of Early Childhood (Early Intervention/Head Start/ Early Head Start) Address: PO Box 798, Laguna, NM 87026 Phone: (505) 552-6544 Fax: (505) 552-7533 LDOE Superintendent: (505) 552-6008 DEC Head Start: (505) 552-6544/552-7541 Contact Person: Elizabeth Lucero, DEC Director Email: e.lucero@lagunaed.net</p>	<p>Program: Haak'u Learning Center Address: PO Box 428, Acoma, NM 87034 Phone: (505) 552-6959 Fax: (505) 552-9455 Director: KatieAnn Juanico Contact Person: Barbara Antonio, Disabilities Coordinator Email: bantonio@puebloofacoma.org</p>	<p>Program: NAPPR Inc. Early Intervention Program Address: 2201 San Pedro, NE, Albuquerque, NM 87110 Phone: (505) 345-6289 Fax: (505) 345-6478 Director: Liz Torrison, Interim Contact Person: Gert Carr-Hohenstien Email: schohenstien@nappr.org Tribal Home Visiting Contact: Claire Canfield, Director Email: ccanfield@nappr.org</p>
<p>Program: Parents Reaching Out Address: 2501 Yale Blvd, Suite 200, Albuquerque, NM 87106 Phone: (505) 247-0192 Fax: (505) 552-9569 Contact Person: Dolores Harden, Family Liaison Email: dharden@parentsreachingout.org</p>	<p>Program: Education for Parents of Indian Children with Special Needs (EPICS) Address: 2201 Buena Vista Dr, SE, Suite 201, Albuquerque, NM 87106 Phone: 1-888-499-2070 or 1-505-767-6630 Fax: (505) 767-6631 Executive Director: Melissa Wassana Email: melissaw@epicsnm.org</p>	<p>Program: Navajo Nation Office of Spec. Ed. & Rehab (NNOISERS) - Growing in Beauty Early Intervention Program Address: PO Box 1420, Window Rock, AZ 86515 Phone: 928-871-6338 or 505-722-5297 Fax: 505-722-9251 Director: Paula Seanez, Director Contact Person: Colleen Roan, Supervisor Email: colleenroan@nndode.org</p>

I. PURPOSE AND SCOPE OF DISABILITIES SERVICES: This Memorandum of Understanding is made and entered into among the above listed independent programs as part of the Cibola County Early Childhood Transition Team (CCECTT). State and local agencies will be contacted for support and services as needed.

A. WHEREAS, federal regulations and New Mexico Statutes pertaining to transition, state:

1. "The parents of an eligible child participating in early intervention services who turns three (3) years of age during the public school year may elect to enroll the eligible child in the public school's preschool special education services the day following the child's third birthday, in accordance with state law.(Senate Bill 330 2011)
2. If a child's birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin. Each public agency must engage in appropriate planning with the Part C lead agency so that the eligible child will be prepared to receive Part B special education and related services when the IEP team determines that the services under the IEP or IFSP will begin.(SB 330 6.31.2.11 A.(5) (h)
 - a. For example: if the child's 3rd birthday falls on a weekend, the child would transition on the Monday (being the next school day) after that weekend or if the child's third birthday falls during the winter or spring break, they would transition on the first school day after that break.

B. WHEREAS, the State of New Mexico participates in the Individuals with Disabilities Education Act, hereinafter referred to as the "Act" (IDEA 2004, Part B regulations pertaining to transition, Part 300: Assistance to States for the Education of Children with Disabilities);

C. WHEREAS, the State of New Mexico's Public Education Department (PED) is responsible for the implementation of Part B under the Act and ensuring that a Free Appropriate Public Education (FAPE) is available to all eligible children with disabilities age 3 years through 21 years (IDEA 2004, Part B, Part 300.101) and for the purpose of this MOU, NM PED's Grants/Cibola County School district is the Local Education Agency (LEA);

D. WHEREAS, the New Mexico Department of Health (DOH) is the lead agency for implementation Part C under the Act and ensuring access to early intervention services for all eligible children through the New

Mexico Family Infant Toddler (FIT) Program (7.30.8 NMAC);

- E. WHEREAS, the Growing in Beauty (GIB) program is a multi-state program under the Navajo Nation Department of Dine Education, Office of Special Education and Rehabilitation Services to support the state in providing early intervention services to Navajo children with and at risk for developmental delays and disabilities and their families.
- F. WHEREAS, HHS Region VI (state) and HHS Region XI (tribal HS) are responsible for administering the New Mexico Regional Early Head Start and Head Start programs for children ages birth to 5, and the "Head Start Program Performance Standards on Services for Children with Disabilities" 45 CFR 1308 and Guidance states:
 - 1. The Head Start programs continue to operate under a congressional mandate which was recently amended in 2016, to make available, at a minimum, ten percent of its enrollment opportunities to children with disabilities. Head Start grantees need to be aware that under the Act the State Education Agency has the responsibility for assuring the availability of a FAPE for all children with disabilities within the legally required age in the State.
 - 2. Each State has in effect under the Act a policy assuring all children with disabilities beginning at least at age three, including those in public or private institutions or other care facilities, the right to a FAPE and to an evaluation meeting established procedures .

Head Start is either:

- a. The agency through which the Local Education Agency can meet its obligation to make a FAPE available through a contract, State or local collaborative agreement, or other arrangement; or
 - b. The agency in which the family chooses to have the child served rather than using LEA services...
- 3. Regardless of how a child is placed in Head Start (3-5 year olds), the LEA is responsible for the identification, evaluation and provision of a FAPE for a child found to be in need of special education and related services which are mandated by the State. The LEA is responsible for provision of special services to include therapies and classroom support. Whenever possible therapies/interventions will be provided in the regular setting.
 - 4. The Head Start grantee's responsibility is to make available directly or in cooperation with other agencies services in the least restrictive environment in accordance with an Individualized Education Program (IEP) for at least ten percent of enrolled children who meet the disabilities eligibility criteria. Head Start has a mandate to recruit and enroll income-eligible children and children with disabilities who are most in need of services and to coordinate with the LEA and other groups to benefit children with disabilities and their families. Head Start is fully committed to the maintenance of effort as required for all agencies by the Act and by the Head Start Act (Sec. 645A-amended in 2007). Head Start is committed to fiscally support and to ensure that the services which children with disabilities need to meet their special needs will be provided in full, either directly or by a combination of Head Start funds and other resources.

II. ESTABLISHMENT OF HEAD START GRANTEE DISABILITIES SERVICES

See 1302 Subpart F. For children with an IFSP who are transitioning out of Early Head Start, collaborate with the parents, and the local agency responsible for implementing IDEA, to ensure appropriate steps are undertaken in a timely and appropriate manner to determine the child's eligibility for services under Part B of IDEA.

III. ASSESSMENT OF CHILDREN (1302.33 (a)) Screening, the first step in the assessment process, consists of standardized health screening and developmental screening which includes speech, hearing, and vision.

- A. WHEREAS, Head Start grantees must provide for developmental, hearing and vision screenings for all

Early Head Start and Head Start children and be involved in recruitment and enrollment of children with disabilities, the Head Start grantees will:

1. Work to coordinate with multiple agencies (EPSDT/Medicaid providers and Indian Health Service) to ensure screening takes place; and
2. Assist with coordination among agencies to prevent duplication of services and unacceptable delay in providing required services.

B. WHEREAS, the New Mexico School for the Blind and Visually Impaired (NMSBVI) is the agency responsible in New Mexico for providing services for children, birth to 22 years old who are blind or visually impaired. NMSBVI will:

1. Provide information to parents/guardians of children who are eligible to transition regarding options for services.
2. Coordinate transition information/efforts with other service providers.
3. Refer, with parent consent, to the local FIT early intervention providers or LEA, when appropriate.
4. Support each family's efforts to have a current ophthalmologic report prior to transition.
5. Provide current assessment information, recommendations and consultation as needed to the receiving program. Prepare the Transition Functional Vision Evaluation for meetings when given sufficient notice by the child's service coordinator.
6. Participate in EI team meetings to complete the vision portion of the transition assessment summary form.
7. Participate in transition conferences/meetings and help the team and family consider placement options and adaptations that may be needed.
8. Participate, with parent permission, on IFSP/IEP team. Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination and programming recommendations for level of service.
9. Attend the IFSP/IEP meeting and provide a current functional vision assessment or determine if further vision assessment is needed for children we are serving in the birth to three program, assist in setting goals and objectives, provide suggestions for environmental modifications, and provide recommendations for level of service.
10. Complete the Consideration of Special Factors form (from IDEA): consideration of the child's future needs and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille). NMSBVI staff are responsible for determining the Literacy Mode (auditory, visual, tactile) of each transitioning child who we are serving in our infant toddler program, completing the Consideration of Special Factors Form, and for recommendations concerning the literacy mode for the child to the IEP team upon transition.

C. WHEREAS, the New Mexico School for the Deaf (NMSD) is the agency responsible in New Mexico for providing services for children, birth to 22 who are deaf or hard of hearing, hearing impaired. NMSD will:

1. Provide a comprehensive overview of the transition process and provide information on services to families, including eligibility and enrollment information.
2. Contact the local LEA through its Joint Power's Agreements to collaboratively consider placement options and participate in and conduct the IFSP/IEP meetings.
3. Participate in the Transition Conference and if acting as FIT Service Coordinator, facilitate that conference per FIT regulations.
4. Support each family in acquiring a comprehensive and current evaluation including audiological prior to transition by providing evaluation options including use of the NMSD Evaluation services.
5. Support the IEP team by providing consultation related to Special Considerations for Children who are Deaf or Hard of Hearing as mandated by IDEA at the Transition Conference and IEP meeting.
6. Provide referral to the NMSD Center for Educational Consultation and Training Outreach School Age

Consultation Program to the receiving LEA, Head Start or other placement agency if placement is other than NMSD Preschool.

7. Work together with other local FIT providers, Early Head Start, Head Start, and/or LEAs to best meet the needs of children who are deaf or hard of hearing in the community and support attainment of outcomes and goals contained in the IFSP/IEP.

D. WHEREAS, Education for Parents of Indian Children with Special Needs (EPICS) continues to partner with local school districts who serve Native American children from Preschool through 12th grade that attend Public Schools Districts, Bureau of Indian Education and/or Charter schools statewide to ensure smooth and effective transition process. Our staff are from local native communities; they speak their native languages and have first-hand knowledge and the experiences in supporting families of Native American Children. EPICS provides learning opportunities through community workshops; provides resource and information and help parents to become strong advocates and assist them in navigating systems.

E. WHEREAS: The mission of Parents Reaching Out is to enhance positive outcomes for families and children in New Mexico through informed decision making, advocacy, education, and resources. Parents Reaching Out provides the networking opportunities for families to connect with and support each other. This mission supports all families including those who have children with disabilities, and others who are disenfranchised.

Parents Reaching Out achieves this by:

- Developing family leadership
- Connecting families to each other
- Building collaborative partnerships
- Providing families knowledge and tools to enhance their power

Parents Reaching Out (PRO) will:

1. Be available as requested to provide support and information to families about the transition process.
2. Develop a family supports plan in collaboration with the local Early Intervention agency as requested by the agency.
3. Offer families opportunities to connect with other families who have had children transition to share experiences.
4. When appropriate conduct training to help parents and families develop the skills and acquire the information needed to play an active role in the transition process.
5. Support families in understanding the differences between IDEA part B and IDEA part C.
6. Collaborate with the PTI to support families with IEP questions
7. Provide individual support, information and training as needed/requested.

IV. PARENT PARTICIPATION AND TRANSITION OF CHILDREN INTO HEAD START

A. The purpose of this agreement is to ensure that smooth and effective transition of children and families as they move from early intervention services under part C into other programs and services. This agreement is articulated to ensure a seamless system of transition between agencies for the benefit of children and families residing in the State of New Mexico (7.30.8 NMAC)

B. Head Start grantees must meet the Head Start Program Performance Standards 45 CFR Part 1302 that requires:

1. Participation in and support of efforts for a smooth and effective transition for children who, at age three, will need to be considered for services for preschool age children with disabilities (1302.70)
2. Establishing and maintaining procedures to support successful transitions for enrolled children and families from previous childcare programs into Early Head Start or Head Start and from Head Start into elementary school or other childcare settings. (1302.70 and 1302.71)

C. Parent and Family Involvement

1. All signatory parties shall honor the family's right to full disclosure of information in order to make informed decisions.
2. All signatory parties shall honor the family's option to choose the service or program that meets the needs of the child and family. This option may include the discontinuation of services or the option to continue services in Part B the first school day after the third birthdate.
3. It is important that the parents attend the EDT/IEP meetings. If the parent cannot attend the initial meeting, arrangements will be made to have the meeting rescheduled within 10 school days. In the event that a parent fails to attend the second scheduled meeting, the EDT/IEP team will proceed with the meeting and then Part B will work with Part C to obtain necessary signatures from the parents. The parents may initiate another IEP meeting if there is anything written in the document that the parent does not understand or agree with.
4. Parent participation and information is as critical as the evaluation in determining the best program for the child.

V. ENSURING SMOOTH AND EFFECTIVE TRANSITIONS FOR ALL CHILDREN AND FAMILIES RECEIVING PART C SERVICES:

A. To ensure smooth effective transitions, the following processes will be addressed:

1. Notification
2. Planning for Transition Conferences
3. Transition Conference
4. Initial Comprehensive Evaluation/Eligibility for Part B
5. Individual Education Plan (IEP) Process
6. Post-Transition Service Coordination

B. All agencies involved with this Memorandum of Understanding will establish policies and procedures to address:

1. **Notification:**

Part C Department of Health Agencies	Part B Public Education Department	Head Start/Early Head Start & Other Agencies
<p>a. Early Intervention services shall be provided in accordance with the IFSP to children and families until the first day of preschool for the LEA where the child is enrolled, or until the date of actual transition, if the transition occurs during the school year.</p> <p>b. Notification of children who may qualify for Part B services will be from the Part C providers to the Part B Transition Specialist no later than the 10th day of the current month for the upcoming month. Notification list will include all children who are eligible for Part C under the Developmental Delay and Established Condition criteria set forth by NMFIT. Children who qualify under the At-Risk categories will also be included on this list with parent consent to Part C to release this information.</p> <p>c. Each individual agency will work with GCCS to determine the actual dates</p>	<p>a. The LEA shall initiate a meeting to develop the child's IEP prior to the child's transition date. (At the beginning of the school year, otherwise may be less.)</p> <p>b. Special Education and related direct services will be provided by the start date for services specified on the child's IEP but no later than the 10th school day of Grants Cibola County School instruction.</p> <p>c. All meetings shall be held in a private meeting location to preserve the confidentiality of the family</p> <p>d. Internet access shall be available at all meetings for all providers to the greatest extent possible.</p>	<p>a. Head Start and other receiving transition agencies will be proactive in maintaining ongoing communication with parents, Part C providers and the LEA to support uninterrupted services.</p> <p>b. All meetings shall be held in a private meeting location to preserve confidentiality.</p> <p>c. Internet access shall be available at all meetings for all providers to the greatest extent possible.</p>

<p>that both parties will meet/exchange written information monthly.</p> <p>d. The Part C Service Coordinator will follow-up with the classroom teacher(s) and family as to whether therapy services have started in accordance with the IEP/IFSP, if family requests follow up.</p> <p>e. All meetings shall be held in a private meeting location to preserve the confidentiality of the family.</p> <p>f. Internet access shall be available at all meetings for all providers to the greatest extent possible.</p>		
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2. Planning for Transition Conferences

Part C Department of Health Agencies	Part B Public Education Department	Head Start/Early Head Start & Other Agencies
<p>a. Part C Service Coordinator shall inform the parents of a child who may be eligible child for part B services participating in early intervention (EI) services who turns three (3) years of age during the public school year of the following options for services:</p> <ol style="list-style-type: none"> 1) Transition to LEA preschool services (Part B) the school day after the child's 3rd birthday. 2) Parents may refuse Part B services. <p>b. Service Coordinator will begin transition planning at least 6 months before the child may be eligible to transition from early intervention services to allow the parent enough time to exercise all their rights under state and federal regulations. The Transition planning page of the IFSP will be completed. If family refuses transition to part B a transition conference will still take place with the family and the Part C team members.</p> <p>c. Service Coordinators will ensure that transition planning shall be a process involving meeting(s) and progressive steps toward the smooth and effective transition of each child and family.</p> <p>d. Service Coordinator will discuss with the family that if they refuse the referral to Part B services. Part C services will end at the child's third birthday and prior written notice will be given reflecting the parent's decision.</p> <p>e. Service Coordinator will also provide the family a copy of their procedural safeguards</p> <p>f. Service Coordinator will provide written invitations to Transition Conference to LEA and all other parties.</p>	<p>a. Grants Cibola County Schools, as LEA, shall promote parent and family involvement in transition planning with Part C programs, community programs, and related services providers at least six months before the child is eligible to enter a preschool program. Coordination among Parents, FIT, LEA on conference date, LEA reviews materials and determine who will represent LEA</p> <p>b. Each LEA shall assist parents in becoming their child's advocate as the child makes the transition from one agency to the next.</p> <p>c. Grants Cibola County Schools will keep Part C providers aware of district programs available to children and families. Examples of transition options are:</p> <ol style="list-style-type: none"> 1) LEA Preschool 2) Head Start 3) NM School for the Deaf Preschool 4) NMSBVI Preschool 	<p>a. Transition planning is undertaken for each child and family at least 6 months prior to the child's third birthday.</p> <p>b. Head Start programs and other agencies will keep Part C providers aware of programs available to children and families. Examples of transition choices are:</p> <ol style="list-style-type: none"> 1) LEA Preschool 2) Head Start 3) NM School for the Deaf Preschool 4) NMSBVI Preschool 5) Early Care & Education Settings (private preschools or childcare centers)

g. Part C Service Coordinator will send Transition Assessment Summary form to LEA.		
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3. Transition Conference

Part C Department of Health Agencies	Part B Public Education Department	Head Start/Early Head Start & Other Agencies
<p>a. With notification to the parents, the Part C Service Coordinator shall convene a transition conference at least 90 days prior to the anticipated date of transition from early intervention services, but no later than 90 days prior to the child's third birthday.</p> <p>b. No later than 60 days prior to the transition conference, the Part C Service Coordinator will send or hand deliver to the Part B Transition Specialist the Transition Referral Form. No later than 30 days prior to the transition meeting, the Part C Service Coordinator will send the Transition Assessment Summary form to the Part B Transition Specialist by mail or deliver in person. All information on this form will be supported by written documented assessment/evaluation tools. This assessment summary will include information on age ranges of students with disabilities including updated information from the therapists, audiologists, FACE, and any other providers.</p> <p>c. The purpose of the transition conference is to provide information regarding possible programs available in the community for their child.</p> <p>d. The transition conference will be conducted in the family's primary language.</p> <p>e. If the child may be eligible for preschool services including special education and related services offered through the local education agency, this conference shall include, at a minimum, the parents, the relevant early intervention service providers, and the local education agency representative(s). Other relevant service providers should be invited to attend this meeting.'</p> <p>f. The transition process should consider availability of Head Start and other childcare services in the community.</p> <p>g. The Part C Service Coordinator shall</p>	<p>a. The LEA will send a district representative to the transition conference.</p> <p>b. LEA will provide the parents a copy of procedural safeguards under IDEA.</p> <p>c. The LEA will provide families with information regarding their program options.</p> <p>d. The LEA will review assessment, preliminary demographic and data information provided by the Part C provider prior to the transition conference.</p> <p>e. The LEA will clarify the eligibility determination process for the family.</p> <p>f. If it is determined that the information provided by Part C agency is sufficient, consent will be for the permission to use the current assessment/evaluation summary and reports to determine eligibility at the EDT. Consent will be obtained to use the current assessment. If further evaluation is required, the LEA will provide consent for evaluation and a timeline for testing completion, to the family at all transition conferences</p> <p>g. As a team, conduct a review of existing evaluation and assessment information, IFSP services and other relevant data/information. Based on that review, identify what additional data (if any) is needed to determine eligibility at the Eligibility Determination Team (EDT) meeting.</p> <p>h. The LEA shall have Consent for Evaluation forms available in the event that further testing be needed to determine eligibility. The parent may choose to sign at that time (Must Consider: LEA must complete evaluation within 60 days of receiving parental consent). If parent chooses not to sign consent at the transition meeting LEA will follow-up within a timely manner.</p> <p>i. The LEA will inform parents of scheduled evaluations.</p> <p>j. The LEA will, to the best of their ability, have next available dates for an EDT meeting.</p>	<p>a. All agencies will assist parents in becoming their child's advocates as the child makes transition between the agencies.</p> <p>b. To be eligible for Head Start, a child must be 3 years old by the date used to determine eligibility for public school in the community in which the Head Start program is located.</p> <p>c. All agencies will address strategies for the transition of children into Head Start from infant toddler programs (0-3) which will include preparation of staff and parents for the entry of children with severe disabilities into the Head Start program as needed.</p> <p>d. In the case of a child with a documented visual impairment, the Part C Service Coordinator will contact NMSBVI for technical assistance during the transition conference to discuss the Consideration of Special Factors (from IDEA): consideration of the child's needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille).</p> <p>e. NMSBVI staff is responsible for determining the Literacy Learning Mode of each transitioning child who is enrolled in the NMSBVI Infant Toddler Program: Auditory, Tactile, Visual, and for making recommendations about the recommended literacy mode for the child to the IEP team upon transition.</p> <p>f. All meetings shall be held in a private meeting location to preserve confidentiality.</p>

<p>convene and facilitate the conference to ensure the following actions:</p> <ul style="list-style-type: none"> • Review the child's service/program options. • Renew, revise, or establish a transition plan. <p>h. Part C Service Coordinator shall document outcomes and decisions of the transition conference on the IFSP Transition Conference section.</p>	<p>k. The LEA will ask parents who they want invited to the EDT and create an invitation list for the EDT.</p> <p>l. All meetings shall be held in a private meeting location to preserve confidentiality.</p>	
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4. Initial Comprehensive Evaluation/Eligibility for Part B

Part C Department of Health Agencies	Part B Public Education Department	Head Start/Early Head Start & Other Agencies
<p>a. With parental consent, Part C providers shall ensure evaluations, assessments and IFSP are released to the LEA as per the signed Release of Information. This is to be done no later than 30 days prior to the transition meeting. This evaluation assessment information must be conducted 6 months prior to the date of the EDT meeting.</p> <p>b. Part C Service Coordinator shall receive a copy of eligibility determination paperwork.</p> <p>c. For those children who are not eligible for services, it is recommended for EI providers to focus on the next steps for the family (e.g., is a CMS Case Manager needed?)</p> <ul style="list-style-type: none"> • This also benefits the child(ren) who will need a Section 504 plan when entering school. 	<p>a. The LEA will hold an EDT meeting to determine eligibility for Part B services.</p> <p>b. The EDT will be conducted in the family's primary language. The LEA is responsible for providing appropriate accommodations to support the family.</p> <p>c. The LEA shall ensure the review and use of existing evaluation, assessment and IFSP information for the purposes of determining eligibility for services and program planning. This evaluation assessment information must be conducted 6 months prior to the date of the EDT meeting.</p> <p>d. The LEA is responsible for explaining and clarifying any evaluation results and reports to the family prior to making the determination.</p> <p>e. The LEA will ensure the Part C provider and parents have copies of the EDT prior to the end of the meeting. Other parties needing a copy of the EDT will inform the LEA at the time of the meeting.</p>	<p>a. Head Start or other agencies shall (with parent consent) receive a copy of eligibility determination paperwork for files at the time of the EDT meeting.</p> <p>b. In the event a child does not meet eligibility criteria set forth, the Head Start program or other agency will have process and procedures for follow up monitoring to ensure the child is progressing with general education supports.</p> <ul style="list-style-type: none"> • This also benefits the child(ren) who will need a Section 504 plan when entering school.

5. Individual Education Program (IEP) Process

Part C Department of Health Agencies	Part B Public Education Department	Head Start/Early Head Start & Other Agencies
<p>a. With parent permission, appropriate representatives from the Part C provider agency must attend the IEP conducted by the LEA</p> <p>b. Part C representative will provide support and guidance to the family during the IEP process.</p> <p>c. Receive a draft copy of the IEP at the meeting with the final copy to forwarded when finalized.(No later than 1month past IEP date.)</p>	<p>a. LEA will initiate a meeting to develop the child's IEP no later than 15 days prior to the child's transition to ensure continuous and uninterrupted services.</p> <p>b. LEA will initiate IEP process which will include invitations to: parents, Part C agencies, other agencies if applicable, but no less than those agencies identified at the transition conference.</p> <p>c. The IEP will be scheduled at a mutual time and place as determined by the family and LEA.</p>	<p>a. Appropriate agency representatives from Head Start or other agency shall attend the IEP conducted by the LEA</p> <p>b. Receive a draft copy of the IEP at the meeting with the final copy to be forwarded when finalized. (No later than 1-month past IEP date).</p> <p>c. Assist parent to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.</p>

	<ul style="list-style-type: none"> d. The LEA will provide parents with no less than 10-day Notice of Invitation to the IEP. e. The IEP will be conducted in the family's primary language. The LEA is responsible for providing appropriate accommodations to support the family. f. LEA will facilitate IEP meeting. g. LEA will provide and explain Parent and Child Rights in Special Education/Procedural Safeguards. h. LEA will assure the IEP is complete. i. LEA will supply a finalized copy of the IEP to Parents, Part C provider, and Head Start or other agency. (No later than 1month past IEP date). 	
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6. Post-Transition Service Coordination

Part C Department of Health Agencies	Part B Public Education Department	Head Start/Early Head Start & Other Agencies
<ul style="list-style-type: none"> a. Post transition services may be provided by the Part C agency, as documented in the IFSP. b. Post transition service coordination may involve visits with the family, consultation to staff of their receiving agency, and an evaluation of the effectiveness of the transition process, as documented in the IFSP. 	<ul style="list-style-type: none"> a. In order to promote smooth transition from Part C to Part B, LEA transition specialist will assist in Part B early childhood services, contacts, and transition services, as appropriate 	<ul style="list-style-type: none"> a. Head Start and other agencies will coordinate with Part B to assist in transition services.

VI. ADMINISTERING AGENCIES

- A. The signatory agencies to this Memorandum of Understanding shall jointly administer this agreement and be responsible for timely review annually. In addition to this, the transition team will meet at least quarterly.

VII. EFFECTIVE DATE, AMENDMENT, AND TERMINATION OF MEMORANDUM OF UNDERSTANDING

- A. This Memorandum of Understanding shall be ongoing and shall not be terminated unless a party gives forty-five (45) days advance written notice to the other parties of its intent to terminate its participation-in the Memorandum of Understanding. Transition team will review annually for compliance at the last scheduled meeting of the school year.

VIII. CONFLICT RESOLUTION

- A. The guidelines set forth within this MOU by all agencies will be formally documented, discussed and followed in the event that a conflict arises. The following steps will be addressed in the event of a conflict:
 1. A phone call will occur between agencies involved.
 2. A discussion will occur between the agencies involved.
 3. A formal written concern will be drafted between the agencies involved.
 4. A mediator will be brought in from the NM Department of Health.

IX. LIABILITY PROVISIONS

- A. Each party shall be solely responsible for fiscal or other sanctions, penalties, or fines occasioned as a result of its own violation or alleged violation of requirements applicable to performance of the Agreement. Each party shall be liable for its acts or failure to act in accordance with this Agreement, subject to the immunities and limitations of the New Mexico Tort Claims Act.

X. **IN WITNESS WHEREOF**, the NM PED - Grants Cibola County Schools (GCCS), Grants Early Childhood Development Center, La Vida Felicidad Early Intervention Program, Pueblo of Acoma Haak'u Learning Center, Pueblo of Laguna Division of Early Childhood, Ramah Navajo School Board Early Childhood, NAPPR, NMSBVI, NMSD, EPICS, PRO, Navajo Nation Growing in Beauty Early Intervention Program and Cibola Home Visiting have caused this Memorandum of Understanding to be executed. Each agency to this MOU will provide a signatory page verifying their agreement to the guidelines set forth within this MOU.

SOVERIGN IMMUNITY OF THE NAVAJO NATION

Nothing herein shall be considered as a waiver, express or implied, of the sovereign immunity of the Navajo Nation except to the extent provided for in the Navajo Nation Sovereign Immunity Act 1 N.N.C. Section 551 et. seq.

IN WITNESS WHEREOF, the following signatures are affixed:

Navajo Nation President Jonathan Nez

Date

Cibola County Early Childhood Transition Team (CCECTT)

MEMORANDUM OF UNDERSTANDING
Concerning Children Transitioning from Part C to Part B Disabilities Services
Covering School Years
2020-2021, 2021-2022, 2022-2023, 2023-2024
Individual Program Signature Page

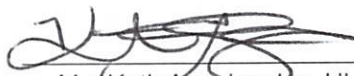
Our program understands the work set forth in this MOU and agrees to participate by:

1. Assigning a staff person to participate in the Cibola County Early Childhood Transition Team meetings which are held at least quarterly throughout the year.
2. Reviewing the MOU annually to strengthen transitioning services for children and families; and
3. Ensuring that this MOU shall not be terminated unless forty-five (45) days advance written notice to given to the other parties of our intent to terminate participation.

Primary responsibilities assigned in working for the CCECTT will be given to: Haak'u Learning Center
Barbara Antonio, Disabilities Manager

Program: Haak'u Learning Center
P.O. Box 428
Pueblo of Acoma, New Mexico 87034
Program's Administration Office Phone (505) 552-6959

Haak'u Learning Center Administrator:



Ms. Katie Ann Juanico, HLC Director

2/3/2021

Date

Grants Cibola County School (GCCS) District Administrator:



Max Perez, GCCS Superintendent

4/13/21

Date

Cibola County Early Childhood Transition Team (CCECTT)

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Primary responsibilities assigned in working for the CCECTT will be given to: MWNMCAP Grants ECDC, PFCE Specialist

Program: Mid-West NM CAP Grants Early Childhood Development Center / Head Start
246 Mountain Road
Grants, NM 87020
(505) 287-4470

Mid-West NM CAP Administrator:




Christina Montano, Center Director

2/10/20

Date

Grants Cibola County School (GCCS) District Administrator:



Max Perez, GCCS Superintendent

4/13/21

Date

Cibola County Early Childhood Transition Team (CCECTT)

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Primary responsibilities assigned in working for the CCECTT will be given to:

Liz Torrison, NAPPR Early Intervention Program Director
Sadie Carr-Hohenstien, NAPPR Early Intervention Program Specialist

Program: NAPPR, Inc.
2201 San Pedro NE Bldg 3, Suite 210
Albuquerque, NM 87110
505-345-6289

NAPPR Administrator:



Elaine Sanchez, Executive Director

2/5/2020
Date

Grants Cibola County School (GCCS) District Administrator:



Dr. Marc Space, GCCS Superintendent
Max Perez,

4/13/21
Date

Cibola County Early Childhood Transition Team (CCECTT)

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Primary responsibilities assigned in working for the CCECTT will be given to: New Mexico School for the Deaf, Wendy Prouse, NW Regional Supervisor Early Intervention and Involvement Department

Program: New Mexico School for the Deaf
1060 Cerrillos Road
Santa Fe, NM. 87505
505-860-4615


New Mexico School for the Deaf:



Wendy Prouse, NW Regional Supervisor

2-11-2020
Date

Grants Cibola County School (GCCS) District Administrator:



Max Perez, GCCS Superintendent

4/13/21
Date

Cibola County Early Childhood Transition Team (CCECTT)

MEMORANDUM OF UNDERSTANDING
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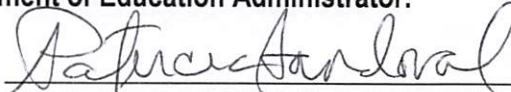
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Primary responsibilities assigned in working for the CCECTT will be given to: DEC Disabilities Coordinator

Program: Laguna Department of Education
P.O Box 798
Laguna, NM 87026
Program's Administrative Office Phone: (505) 552-6544

Laguna Department of Education Administrator:



Patricia Sandoval, LDOE Superintendent

3-04-2020
Date

Grants Cibola County School (GCCS) District Administrator:



Max Perez, GCCS Superintendent

4/13/21
Date

Cibola County Early Childhood Transition Team (CCECTT)

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Primary responsibilities assigned in working for the CCECTT will be given to: Lizzie Philips, Developmental Vision Specialist.

Program: New Mexico School f/t Blind and Visually Impaired (NMSBVI) Infant Toddler Program
801 Stephen Moody St. SE
Albuquerque, NM 87123
(505) 271-3066

NMSBVI Administrator:

Julie Mares, Program Coordinator
(Administrator's name), (Title)

9/22/20
Date

Grants Cibola County School (GCCS) District Administrator:

Dr. Marc Space, GCCS Superintendent
Max Perez

4/13/21
Date

UNITED STATES DEPARTMENT OF JUSTICE

MEMORANDUM FOR THE ATTORNEY GENERAL
FROM: [Illegible]
SUBJECT: [Illegible]

[Illegible text block]

[Illegible text block]

[Illegible text block]

[Illegible signature and name]

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Cibola County Early Childhood Transition Team (CCECTT)

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Primary responsibilities assigned in working for the CCECTT will be given to: La Vida Felicidad Early Intervention Transition Lead, Sonya Spencer

Program: La Vida Felicidad
833 Roosevelt Ave.
Grants, NM 87020
Program's Administrative Office Phone: (505) 287-5118

La Vida Felicidad Administrator:



Adria Duran, Executive Director

1/15/21
Date

Grants Cibola County School (GCCS) District Administrator:



Max Perez, GCCS Superintendent

4/13/21
Date

Cibola County Early Childhood Transition Team (CCECTT)

MEMORANDUM OF UNDERSTANDING
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Primary responsibilities assigned in working for the CCECTT will be given to: Cynthia Nells, Acting Head Start and Early Intervention Director.

Program: Ramah Navajo School Board Early Childhood Program
Box 370
Pine Hill, NM 87357
(505) 775-3355/3500

Ramah Navajo School Board Early Childhood Administrator:



Dr. Juanita Becenti, School Superintendent

11-16-20
Date

Grants Cibola County School (GCCS) District Administrator:



Dr. Marc Space, GCCS Superintendent
Max Perez

4/13/21
Date