

La Mariposa Transition Team
MEMORANDUM OF UNDERSTANDING
2023
“Dedicated to the seamless transition of services for our very young children with developmental disabilities within Taos County”

The Memorandum of Understanding (MOU) Work Sheet is a tool to support Community Transition Teams in the development or revision of their community-based MOU. The Work Sheet can serve as a template for the development of the MOU, utilizing the sections in color to guide the format, process and discussion. As sections and procedures are agreed on and entered into the format, teams can delete the guiding text appearing in color and will have a document ready for signatures.

It is recommended that the components represented in this tool be discussed at least annually, at one of the periodic transition team meetings scheduled after the implementation of the agreement.

MEMORANDUM OF UNDERSTANDING CONCERNING THE TRANSITION OF CHILDREN BETWEEN

Entities belonging to the La Mariposa Transition Team including:

- EnSuenos Y Los Angelitos Development Center (Early Intervention)
- Penasco Independent Schools (Local Education Agency -LEA)
- Taos Municipal Schools (Local Education Agency -LEA)
- Questa Independent Schools (Local Education Agency -LEA)
- New Mexico School for the Blind and Visually Impaired
- New Mexico School for the Deaf
- Taos Pueblo Early Education Center (Headstart and Early Headstart)
- Youth Development, Inc Headstart and Early Headstart
- Parents Reaching Out (Parent Advocacy Group)

Team Member Contact Information

Agency/School	Contact/Title	Address	Number	Email
EnSuenos Y Los Angelitos Development Center (ELADC)	Claudine Valerio-Salazar, Executive Director	1030 Salazar Rd. Taos, NM 87571	575-776-1292 (home office) 575-758-4274 (office)	cvs@eladc.org
Penasco Independent Schools	Estrella Lopez, Special Education Coordinator	PO Box 520 Penasco, NM 87553	575-587-2395	elopez@penascoisd.com
Taos Municipal Schools, Exceptional Programs	Lynn Brashar, Director of Exceptional Programs	310 Camino de la Placita Taos, NM 87571	575-737-6114	lynn.brashar@taosschools.org
Questa Independent Schools	Maya Chacon, Exceptional Programs Child Find Coordinator	PO Box 440 Questa, NM 87556	575-737-6122	maya.chacon@taosschools.org
New Mexico School for the Blind and Visually Impaired (NMSBVI)	Mary Jean Aragon, Special Education Coordinator	801 Stephan Moody St. SE Albuquerque, NM 87123	575-586-0421	mary.aragon@questa.k12.nm.us
	Amber Ohlinger, Developmental Vision Specialist, NE Regional Consultant		575-449-5298	amberohlinger@nmsbvi.k12.nm.us

New Mexico School for the Deaf (NMMSD)	Kristi Halus, Early Intervention Involvement Division, NE Regional Supervisor	1060 Cerillos Rd. Santa Fe, NM 87505	505-690-3517 (cell) 505-476-6402 (office) 505-476-6424 (fax)	kristi.halus@nmsd.k12.nm.us
Taos Pueblo Headstart and Early Headstart	Claire Briggs, Special Services Coordinator Bettina Sandoval, Director Taos Pueblo Education & Training Division	PO Box 1846 Taos, NM 87571	575-758-5819 575-758-5990 575-758-5819	cbriggs@taospueblo.com bsandoval@taospueblo.com
Youth Development, Inc. (YDI) Headstart and Early Headstart	Loretta Ortiz	304 Railroad Ave. Española, NM 87532	505-747-0502	lortiz@ydimm.org
Parents Reaching Out (PRO)	Dolores Harden, Early Childhood Program Director Christa Perez, Early Childhood Family Specialist	2501 Yale Blvd. SE Ste 200 Albuquerque, NM 87106	800-524-5176 505-247-0192 505-247-1345 (fax)	dharden@parentsreachingout.org cperez@parentsreachingout.org
UNM Preschool Network Center for Development and Disability	Cindy Bernard, Training and Development	2300 Menaul Blvd. Albuquerque, NM 87107	505-934-4510	cbernard@salud.unm.edu

	Consultant			
UNM Kids Campus	Allison McParton, Director	1157 County Rd. #110 Ranchos de Taos, NM 87557	505-737-6295	amcpartl@unm.edu

I. PURPOSE

The members of the La Mariposa Transition Team acknowledge that partnership encompasses families, agencies and team members. The La Mariposa Transition Team is committed to seamless transition of services to children with developmental delays, birth through five years of age, and their families. La Mariposa Transition Team recognizes that collaborative efforts will maximize the use of public resources and avoid duplication of efforts while meeting regulatory requirements of individual agencies that serve children. In addition, we come together to collaborate on continuing a system of screening and referral processes, including community health fairs and child find events to provide health and developmental screening, education and referral information to families.

II. REQUIREMENTS IMPACTING THIS AGREEMENT

The federal and/or state transition laws are listed in the working procedures, timelines and responsibilities in the transition process sections of this memorandum of understanding.

III. DEFINITION OF TERMS

Early Intervention Services (Part C): any or all services that are designed to meet the developmental needs of each eligible child and the needs of the family related to enhancing the child's development. Early intervention services address one or more of the following areas of development: cognitive, physical, communication, social or emotional, and adaptive. Early Intervention services include: assistive technology, hearing services, developmental services (special instruction), family training, counseling and home visits, health services, medical services for diagnostic or evaluation purposes, nursing services, nutrition services, occupational therapy, physical therapy, psychological services, respite services, service

coordination, social work services, speech language pathology services, transportation and related services, and vision services..

Eligible Child (Part C-early intervention services): means children birth to three years of age who reside in the state and meet the criteria within state regulations for "Developmental Delay", "Established Condition" or "At Risk for Developmental Delay".

Eligible Child (Part B-preschool special education and related services): means any child ages 3, 4, 5 who resides in New Mexico and who is determined to be a child with a disability and meets the Part B eligibility criteria, as defined by the New Mexico Technical Evaluation and Assessment Manual.

Evaluation (for Part C early intervention services): means the process through which a child's eligibility for early intervention services is determined. It involves a review of pertinent records related to the child's current health status and medical history; a determination of strengths, needs, quality of performance, and level of functioning of the child in each developmental area and an explanation of how the status in each of the developmental areas affects the child's overall functioning. A written report summarizing findings completes the evaluation.

Evaluation (for Part B preschool special education and related services): means the process through which a child is determined to be a child with a disability and eligible for special education and related services. This involves review of current information about the child provided by the parents, teachers, early interventionists, related services personnel, and other individuals knowledgeable about the child's abilities and present levels of performance. This may include, but by no means is limited to formal assessments of the child's functional abilities in each developmental domain. A written report summarizing findings completes the evaluation.

Free Appropriate Public Education or FAPE (Part B): a federal regulation, for children enrolled in the public school system, stating that special education and related services a) are provided at public expense, under public supervision and direction and without charge; b) meet the standards of the SEA including the requirements of 34 CFR Part 300; c) include preschool, elementary school, or secondary school education in the state; and d) are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR Part 300.340-300.350.

Head Start: means a program, funded under Title V of the Economic Opportunity Act of 1964, as amended, and carried out by a Head Start agency or delegate agency that provides ongoing comprehensive child development services.

Individuals with Disabilities Education Act (IDEA 2004): means a federal law that contains requirements for serving eligible children. Part C of IDEA refers to The Early Intervention Program for Infants and Toddlers with Disabilities. Part B of IDEA refers to Assistance to States for the Education of Children with Disabilities ages 3 through 21.

Individualized Education Plan (IEP): means a written statement for a child with a disability that is developed, reviewed and revised in a meeting in accordance with requirements of IDEA, Part B.

Individualized Family Service Plan (IFSP): the written plan for providing early intervention services to an eligible child and child's family. The plan must be developed jointly by the family and appropriate qualified personnel involved in the provision of early intervention services and include the identification of supports and services necessary to enhance the family's capacity to meet the development needs of the eligible infant or toddler. The plan must be developed in accordance with the requirements of IDEA, Part C.

Interagency Agreement: means a document signed by authorized representatives of at least two agencies outlining mutually agreed upon responsibilities to perform certain duties under specified conditions. Interagency agreements include Joint Powers Agreements, Memoranda of Understanding and Memoranda of Agreement.

Least Restrictive Environment (LRE): An appropriate, educationally beneficial placement for a child with a disability that most closely approximates where the child, if not disabled, would be educated.

Local Education Agency (LEA): means a local public school district that is subject to statutes, regulations and policies administered by the State Department of Education.

Multidisciplinary Team Report (MDT) now Educational Determination Team (EDT): A report written by qualified professionals, teachers and parents who have reviewed all existing evaluation data, information provided by parents, current observations and present levels of performance to determine if the child is eligible to receive services according to New Mexico State guidelines.

Parent: means a natural or adoptive parent of a child; a guardian; a person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives or a person who is legally responsible for the child's welfare) or a surrogate parent who has been assigned in accordance with state regulations. A foster parent may act as a parent under the Act if the natural parents' authority to make the decisions required of parents has been terminated under state law and the foster parent has an ongoing, long-term parental relationship with the child, is willing to make decisions required of parents

under the Act and has no interest that would conflict with the interests of the child.

Professional Judgment: means a process by which a multidisciplinary evaluation team organizes and weighs information about a child. This information includes impressions regarding skills, abilities, weaknesses in developmental processes, emotional and temperamental patterns as well as more traditional testing information. While individual judgments are part of the team's decision-making process, no single person can determine eligibility via professional judgment. It is a team decision. A team consensus may be one way to determine a preschool aged child's eligibility for special education and related services in the category of "Developmentally Delayed", and other eligibility categories.

School Year: means the dates established by LEA for its schools to be in session during a given academic year.

Service Coordination (Part C): means services and activities performed by a designated individual to assist and enable the families of children from birth through age three years to access and receive early intervention services.

Family Service Coordinator (Part C): means the person responsible for the coordination of all services and supports listed on the IFSP and ensuring the delivery of services in a timely manner. The Family Service Coordinator (FSC) facilitates periodic reviews of the IFSP and ensures that a transition plan is developed at the appropriate time. The FCS facilitates the transition process to ensure a smooth and effective process.

State Supported Schools: means a state supported public program confirmed as such in the State Constitution, such as the New Mexico School for the Blind and Visually Impaired and the New Mexico School for the Deaf.

Transition: means the process for a family and eligible child of moving from one service, location, or program to another. This process includes discussion with and training of parents regarding future placements and other matters related to the child's transition; procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in the new least restrictive and most appropriate educational setting; and with parental consent, the transmission of information about the child to a program into which the child might transition to ensure continuity of services, including evaluation and assessment information required and copies of IFSP's that have been developed and implemented.

Transition conference: means the required conference convened at least 90 days prior to the child's third birthday, and the child is eligible to transition from early intervention services to local preschool settings (see Transition for further information).

IV. IMPLEMENTATION OF AGREEMENT

Copies of this Memorandum of Understanding will be provided to each entity listed as a member of the La Mariposa Transition Team. Each Family Service Coordinator of EnSuenos Y Los Angelitos Development Center, the early intervention agency, will be given a copy of the La Mariposa Transition Team MOU so that they may inform and train the families they work with on the regulations and procedures for the transition of their children from Part C to other entities within the community.

The LEAs in the school districts of Taos Municipal Schools, Penasco Independent Schools and Questa Independent Schools will make the MOU available to all those who are working with the children who are transitioning into Part B services.

V. MONITORING AND EVALUATION OF THE AGREEMENT

The La Mariposa Transition Team will meet annually to discuss and evaluate the effectiveness of the procedures used in the agreement.

VI. INTERAGENCY DISPUTE PROCESS

If there are disputed items identified they will be discussed at the La Mariposa Transition Team annual evaluation process (see above).

VII. DURATION

The La Mariposa Transition Team MOU will be reviewed annually, which is to be noted in the La Mariposa Transition Team meeting minutes. This current MOU is valid for up to four years, unless the team agrees that it needs to be revised before the four year timeframe.

VII. WORKING PROCEDURES, TIMELINES AND RESPONSIBILITIES IN TRANSITION PROCESS

NOTIFICATION

- Data on potentially eligible children sent to LEA.
- Local level data shared

NMAC 7.30.8.13 TRANSITION (B) (1) 7.30.8.13 TRANSITION (B)(1) The FIT program shall provide notification to the public education department, special education bureau, of all potentially eligible children statewide who will be turning three years old in the following twelve month period. (2) The early intervention provider agency shall notify the LEA of all potentially eligible children residing in their district who will turn three years old in the following twelve month period. This will allow the LEA to conduct effective program planning.

(3) The notification from the early intervention provider agency to the LEA shall:

- (a) include children who are potentially eligible for preschool special education services under the Individuals with Disabilities Education Act (IDEA) Part B; potentially eligible children are those children who are eligible under the developmental delay or established condition categories;
- (b) include the child's name, date of birth, and contact information for the parent(s);
- (c) be provided at least quarterly in accordance with the process determined in the local transition agreement; and (d) be provided not fewer than 90 days before the third birthday of each child who is potentially eligible for IDEA Part B.

NMAC 6.31.2.11 (A) (5) (a) Each LEA shall survey Part C programs within its educational jurisdiction in its child find efforts to identify children who will be eligible to enter the LEA's Part B preschool program in future years.

Questions To Consider

- How will FIT Provider(s) notify the LEA(s) of children they are currently serving who may be potentially eligible for Part B services and are approaching the age of eligibility?
- Who in the FIT Provider agency will be responsible for the notification?
- Who in the LEA will be responsible for receiving and documenting the information? When specifically in quarter will the information be shared? (month/day)
- How will the information be shared and how often? (mail, email, fax, etc.)
- What will happen when children enter early intervention late and are approaching the age of eligibility?

FIT PROVIDER	LEA	HEAD START	OTHER
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<p>The ELADC FSC's and/ NMSD Early Intervention and Developmental Services Department (EIDS) Regional Supervisor, will notify the district LEA's, by secure fax or secure email, of ALL children that are potentially eligible for Part B services, based on a Developmental Delay and/or Established Condition, and will be turning 3 years old within the next 12 months, on a quarterly basis (or more frequently if necessary). Notification will be in August, October, January and March at minimum.</p>	<p>Taos notifications will be faxed, emailed or delivered to Exceptional Programs and the Child Find Coordinator on a monthly basis.</p>	<p>Questa notifications will be faxed, emailed or delivered to Special Education Secretary and Special Education Coordinator on a quarterly basis.</p>	<p>Penasco notification will be faxed, emailed or delivered to the Special Education Secretary and the Special Education Coordinator on a quarterly basis.</p>
<p>When children withdrawal from the EI program and no longer need to be on the list, it will be noted on the notification.</p>	<p>LEA's will acknowledge receipt of monthly notification list via email within two school calendar days.</p>		<p>Parents Reaching Out (PRO) will, when appropriate conduct training to support parents and families develop the skills and acquire the information needed to play an active role in the transition process via workshops or individual support as needed and requested.</p>
			<p>New Mexico School for the Deaf EIDS Regional Supervisor will provide monthly notifications as needed.</p>

TRANSITION PLANNING

- Individualized steps and services added to IFSP

NMAC 7.30.8.13 (C)

- (1) A transition plan shall be developed with the parent(s) for each eligible child and family that addresses supports and services after the child leaves the FIT program.
- (2) The transition plan shall be included as part of the child's IFSP and shall be updated, revised and added as needed.
- (3) The following is the timeline for developing the transition plan:
 - (a) at the child's initial IFSP meeting, the transition plan shall be initiated and shall include documentation that the family service coordinator has informed the parent(s) regarding the timelines for their child's transition;
 - (b) by the time child is 24 months old, the transition plan will be updated to include documentation that the family service coordinator has informed the parent(s) of the early childhood transition options for their child and any plans to visit those settings; and
 - (c) at least 90 days, and not more than nine months before the child's third birthday, the transition plan shall be finalized at an annual IFSP or transition conference meeting that meets the attendance requirements of this rule.

6.31.2.11(A)(4)

Each public agency shall develop and implement appropriate policies and procedures to ensure a smooth and effective transition from Part C to Part B programs for preschool children with disabilities within the agency's educational jurisdiction, in compliance with 34 CFR Sec. 300.124. Each LEA and other public agencies as appropriate shall make reasonable efforts to establish productive working relations with local Part C programs and when given reasonable notice shall participate in the transition planning conferences arranged by local Part C providers.

6.31.2.11(A)(5)

- (b) Each 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 the LEA's Part B preschool program.
- (c) Each LEA shall establish and implement procedures to support successful transitions including parent training, professional development for special educators and general educators, and student and parent self-advocacy training and education.
- (d) Each LEA shall assist parents in becoming their child's advocates as the child makes the transition through systems.

Questions To Consider

- How will the FIT Family Service Coordinator support families in understanding the transition process, program options, and services provided by the LEA and other programs such as Head Start?
- How will LEA coordinate with FIT providers and other programs to facilitate visits by families to classrooms and/or learn about services provided? Are there other ways the LEA and other programs support transition planning (available for questions, family nights, brochures, participation opportunities, etc.)?

FIT PROVIDER	LEA	HEAD START	OTHER
<p>FSC will facilitate discussion with families about the transition process, beginning at the initial IFSP meeting for all children. The FSC will outline the timelines for each task necessary for a smooth and effective transition.</p> <p>FCS's may contact the district (Taos, Questa or Penasco) LEA's and/or classroom teachers to set up visits to classrooms for children and their families, if they are potentially eligible for Part B services or would like to transition to a community option, such as Headstart, private childcare centers or state supported schools (NMSBVI or NMMSD).</p>	<p>LEA's will collaborate with FSC's to facilitate visits to centers as needed.</p>	<p>Headstart will participate in transition planning as deemed appropriate by the parents, Part C and Part B programs throughout the IFSP and IEP processes.</p> <p>Headstart will provide program information to agencies for distribution and education for parents and families.</p> <p>Headstart will collaborate with FSC's to facilitate visits to the centers as needed and to provide program information to families.</p>	<p>PRO will be available as requested to provide support and information to families about the transition process including the difference between IDEA Part C and IDEA Part B services, offer opportunities to connect with other families who have had children transition and can share experiences PRO will also develop a family supports plan in collaboration with ELADC as needed.</p> <p>NMSD will provide information and options for services to parents/guardians of transitioning students who are deaf or hard of hearing, work with the FIT EI agency, Early Head start, Head start and/or district LEA's to meet the needs of the children and support the attainment of outcomes and goals contained within the IFSP/IEP.</p> <p>NMSBVI will provide information to parents/guardians of transitioning students who are blind or visually impaired regarding options for services. NMSBVI will support each family in acquiring a comprehensive and current evaluation including ophthalmological report, if necessary for transition.</p>

REFERRAL TO LEA

- Referral form sent to LEA with parent consent

7.30.8.13 D (1)

A transition referral shall be submitted by the family service coordinator with parental consent, to the LEA at least 60 days prior to the transition conference. The transition referral shall include at a minimum the child's name, the child's date of birth, the child's address of residence, and the contact information for the parent(s) including name(s), address (es), and phone number(s).

7.30.8.13 D (2)

For children who enter the FIT program less than 90 days before their third birthday, the family service coordinator shall submit a referral, with parental consent, as soon as possible to the LEA. This referral shall serve as the notification for the child. No further notification to the LEA shall be required for the child. (3) For children referred to the FIT program less than 45 days before the child's third birthday, the family service coordinator shall submit a referral to the LEA, with parental consent, but the early intervention provider agency will not conduct an evaluation to determine eligibility in accordance with the referral and intake provisions of this rule.

7.30.8.7 K

"Consent" means informed written prior authorization by the parent(s) to participate in the early intervention system. The parent has been fully informed of all information relevant to the activity for which consent is sought in the parent's native language and mode(s) of communication and agrees to the activity for which consent is sought. The parent(s) shall be informed that the granting of consent is voluntary and can be revoked at any time. The revocation of consent is not retroactive.

Questions To Consider

- Who from the FIT program will get parent consent and send the Transition Referral Form to the LEA?
- How will the referral be sent (mail, email, fax, etc.)?
- When will the referral be sent to the LEA? (At least 60 days prior to conference and if possible 6 months prior to 3rd birthday).
- Who from the LEA will confirm and document receipt of referral?
- How will late referrals to FIT be handled by both FIT and the LEA?
- How will late referrals be addressed over the summer?

FIT PROVIDER	LEA	HEAD START	OTHER
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<p>The FSC will ensure that the family is fully aware of the service programs and options that are available under Part B, including community options, Head start programs, private childcare centers, state schools, etc. while considering the family needs for childcare. The FSC will provide the family with a copy of their Parental Rights and Procedural Safeguards.</p>	<p>The LEA designee (usually the Special education secretary) will receive the Transition Referral Form and ensure that it is received by the</p>		<p>NMSBVI will refer, with parent/guardian consent, to the local FIT Early Intervention providers or LEA when appropriate.</p>
<p>The FSC will meet with the family to identify and document the specific steps and actions that will support the child and family through the transition process, documenting the individualized steps within the IFSF Transition plan and the La Mariposa Referral Form.</p>	<p>Child Find Coordinator (Taos) or the Special Education Coordinator (Penasco and Questa) who will confirm receipt within 2 school calendar days.</p>		
<p>When a child is deaf or hard of hearing, in accordance with FIT and with parent consent, include NMSD EIDS Regional Supervisor, who will provide technical assistance to the transition team in discussing communication considerations and the continuum of educational options.</p>			
<p>With parent consent, the FSC will secure fax, mail, secure email or hand deliver the Transition Referral Form to the LEA 60 days prior to the Transition Conference, and when possible 6 months prior to child's third birthday.</p>			
<p>When parents choose not to consent to a referral to Part B, the FSC will provide the parents/guardians with Prior Written Notice that Part C services will end at the child's 3rd birthday.</p>			

PRE-PLANNING FOR TRANSITION CONFERENCE

- Coordinate among parents, FIT, LEA on conference date.
- Provide written invitation to Transition Conference to LEA and all parties.
- Send Transition Assessment Summary Form to LEA.
- LEA reviews materials and determines who will attend.

7.30.8.13 E. Invitation to the transition conference:

The family service coordinator shall submit an Invitation to the Transition Conference to the LEA and other preschool programs at least 30 days prior to the Transition Conference.

7.30.8.13 F. Transition assessment summary:

- (1) The family service coordinator shall submit a completed transition assessment summary form to the LEA at least 30 days prior to the Transition Conference.
- (2) Assessment results, including present levels of development, must be current within six months of the Transition Conference.

7.30.8.13 G. Transition Conference: The Transition Conference shall:

- (1) be held with the approval of the parent(s);
- (2) be held at least 90 days and no more than nine months prior to the child's third birthday;
- (3) meet the IFSP meeting attendance requirements of this rule;
- (4) take place in a setting and at a time that is convenient to the family;
- (5) be conducted in the native language of the family, or other mode of communication used by the family, unless it is clearly not feasible to do so;
- (6) with permission of the parent(s), include other early childhood providers (early head start/Head Start, child care, private preschools, New Mexico School for the Deaf, New Mexico School for the Blind and Visually Impaired, etc.).

6.31.2.11 A. (3) (b)

The Part B eligibility determination team shall review current assessments and shall determine the additional data and assessments needed for the comprehensive evaluation. Current assessments are defined as assessments, other than medical assessments, conducted no more than six months prior to the date of the meeting of the Part B eligibility determination team.

6.31.2.11.A (4)

Each public agency shall develop and implement appropriate policies and procedures to ensure a smooth and effective transition from Part C to Part B programs for preschool children with disabilities within the agency's educational jurisdiction, in compliance with 34 CFR Sec. 300.124. Each LEA and other public agencies, as appropriate, shall make reasonable efforts to establish productive working relations with local Part C programs and, when given reasonable notice, shall participate in the transition planning conferences arranged by local Part C providers.

Questions To Consider

- How will scheduling of the Transition Conference be coordinated? How will information and communication take place between all parties involved?
- Who will be writing and sending the written invitations to the Transition Conference? When will the written invitations be sent? Who at the LEA will receive the invitation? How will other relevant potential providers (NMSD, NMSBVI, Head Start, etc.) be included?
- What pertinent information and attachments are needed on the Assessment Summary Form?
- What information will FIT make available on the Assessment Summary Form to support determination of the child's educational needs?
- When will the Assessment Summary Form be sent and how (hand delivered, mailed, etc.)
- Who at LEA will receive the Assessment Summary Form and document receipt?
- How will the LEA review the information and plan for the Transition Conference?
- What will be the procedures for children who turn three over the summer?

FIT PROVIDER	LEA	HEAD START	OTHER
<p>The FSC will schedule with the parent/guardian for the most convenient time to hold the Transition Conference meeting and then communicate with the LEA via telephone and/or email to coordinate scheduled time for the Transition Conference. Scheduling information will be documented on the La Mariposa Referral form and Transition Assessment Summary, which will be provided (via mail, fax, email or hand delivered) to the LEA 30 days before the scheduled Transition Conference (with the exception for late referrals and other family circumstances). Invitation and La Mariposa Referrals will be provided to all other parties, including NMSD, NMSBVI, Head Start and others identified by the team and the family. FSC will also provide the La Mariposa Referral and Transition Assessment Summary to the NMSD Early Childhood Principle if the child is deaf or hard of hearing.</p> <p>Information on Transition Assessment Summary will be current data within 6 months including (Gross motor, fine Motor, cognitive, communication/language and social/emotional, Vision and Hearing and any other pertinent medical or developmental information</p>	<p>The LEA or designee (Special Education Secretary) will receive the La Mariposa Referral Form and the Transition Assessment Summary and confirm receipt within 2 school calendar days. LEA will review documents in order to determine which Part B and LEA staff needs to attend the Transition Conference. If a referral is made outside of the school year, documents will be held until the start school year and the Transition Conference will be held within 1 month.</p>	<p>If Head Start is invited to the Transition Conference, they will have a designee plan to attend. Head Start component manager for YDI or Special Services Coordinator for Taos Pueblo Head Start will be notified via email of Transition Conference using child's initials, Date of birth, date/time and location of transition conference. They will confirm receipt in two school calendar days.</p>	<p>NMSBVI will provide information to parents/guardians of transitioning students who are blind or visually impaired regarding options for services. NMSBVI will support each family in acquiring a comprehensive and current evaluation including ophthalmological report, if necessary for transition.</p> <p>NMSD service provider or Regional Supervisor will acknowledge receipt of invitation and will participate in the team meetings to complete the hearing section of the Transition Assessment Summary form. If NMSD Part B services are considered, Early Childhood Principle will receive and acknowledge the Transition Assessment Summary and conference invitation.</p>

TRANSITION CONFERENCE

- Explain Part B and C procedures and safeguards.
- Provide prior written notice.
- Review if all current evaluations and/or assessments have been given to the LEA.
- Obtain consent for evaluation.
- Complete IFSP Transition Conference page; discuss program options and next steps with LEA

7.30.8.13 (G) (7)

Transition conference: The transition conference shall be facilitated by the family service coordinator to include:

- (a) a review of the parent(s)'s preschool and other service options for their child;
- (b) a review of and, if needed, a finalization of the transition plan;
- (c) a review of the current IFSP, the assessment summary and any other relevant information;
- (d) the transmittal of the IFSP, evaluation and assessments and other pertinent information with parental consent;
- (e) an explanation by an LEA representative of the IDEA Part B procedural safeguards and the eligibility determination process, including consent for the evaluation;
- (f) as appropriate, discussion of communication considerations (if the child is deaf or hard of hearing) and Braille determination (if the child has a diagnosis of a visual impairment), autism considerations, and considerations for children for whom English is not their primary language.
- (g) discussion of issues, including enrollment of the child, transportation, dietary needs, medication needs, etc.
- (h) documentation of the decisions made on the transition page and signatures on the Transition Conference signature page, which shall be included as part of the IFSP. Copies of the Transition Conference page and signature page shall be sent to all participants.

6.31.2.11 (A) (5)(e)

Each LEA shall participate in transition planning conferences arranged by the designated Part C lead agency no less than 90 days prior to the anticipated transition or the child's third birthday, whichever occurs first, to facilitate informed choices for all families.

Questions To Consider

- How will the Family Service Coordinator conduct the meeting (agenda, time frame, etc.)?
- Who from the LEA will participate in the Transition Conference?
- What forms and information will be shared?
- How and when will LEA obtain parental consent to conduct initial evaluation?
- How and when will LEA schedule a date for qualified professionals and parents to review existing data as part of the process for determining eligibility?
- How and when will LEA schedule further evaluation activities if needed?
- What happens if parent is not ready to proceed with eligibility determination during the conference?
- What happens if any party is unable to attend the Transition Conference?

FIT PROVIDER	LEA	HEAD START	OTHER
<p>With the approval of the parents/guardians, the FSC will convene and facilitate the Transition Conference at least 90 days, and at the discretion of all parties, no more than 9 months prior to the child's 3rd birthday. The exceptions to this timeline are late referrals and other family circumstances. The Transition conference meeting shall be facilitated in a way that ensures that the team reviews the child's service and program options, review the IFSP, evaluation and assessment information and any other relevant and current (within 6 months) data/information. The team will decide what other activities need to be completed prior to the transition (ex: Enrollment, transportation, immunizations, medical needs, evaluation and assessments, etc.)</p> <p>All outcomes and decision discussed and made during the Transition Conference will be documented on the Transition Conference page of the IFSP, by the FSC and signatures of all participants will be gathered.</p> <p>In the case of a child with hearing loss and in accordance with ECECD FIT procedure and with</p>	<p>The LEA or LEA designee will participate in the Transition Conference that is arranged and facilitated by the FSC.</p> <p>The LEA will determine the need for additional evaluation and assessment and other pertinent information that is needed. The LEA will provide the parents with a copy of their Procedural Safeguards under IDEA and request parental consent to conduct their initial evaluation.</p> <p>If the family needs extra time to proceed with the evaluation and transition process, the LEA will discuss a timeline with the family.</p> <p>The LEA will coordinate with the Early Intervention team</p>	<p>Head Start designee will attend the Transition Conference if they are invited to the conference by the Family and FSC, especially if and when Head Start is being considered as an option for placement or if the child is currently enrolled in a Head Start program.</p> <p>The Head Start designee can provide the family with information and the eligibility and application process for Head Start, including the financial requirements.</p> <p>Families can be encouraged to visit the local Head Start classroom prior to the application process.</p>	<p>NMSD will participate in the Transition Conference and if acting as the FSC, will facilitate the conference per FIT regulations.</p> <p>NMSD will support each family in acquiring a comprehensive and current evaluation including an audiological report prior to transition.</p> <p>NMSD will support the Transition team by providing consultation related to Special Considerations for children who are Deaf or Hard of Hearing as mandated by IDEA during the Transition conference and IEP meetings.</p> <p>NMSD will contact the local LEA through it's Joint Power's Agreements to collaboratively consider placement options for IFSP and IEP's.</p> <p>NMSD will provide a referral to the NMSD Center for Training and Technical Assistance, for school age (3 year +) consultation for receiving LEA, when a child is in a placement other than NMSD Preschool.</p>

<p>parent consent, the FSC will contact the NMSD EIDS Regional Supervisor for technical assistance during the Transition Conference in discussing communication considerations and the continuum of education options.</p> <p>If parents/guardians choose not to have the Transition conference with Part B, the FSC will provide the family with a copy of their Procedural Safeguards and a Prior Written Notice that Part C services will end at the time of their Child's 3rd birthday. Transition conference will still be held with the family in which this will be discussed as well as any other referrals or next steps that may be appropriate for the child and their family.</p>	<p>and family to facilitate visits to the classroom and/or provide the family with information about the services and options available in the school district.</p>		<p>NMSBVI will participate, when invited, in the transition conference for students who are blind or visually impaired. NMSBVI will provide a current Functional Vision Evaluation and Learning Media Assessment, recommendations and consultation as needed to the receiving program. NMSBVI will support the Transition team by providing consultation related to Considerations of Special Factors for Children who are Blind or Visually Impaired as mandated by IDEA.</p>

INITIAL COMPREHENSIVE EVALUATION FOR PART B

- Part B team reviews current available assessment data (including Part C assessments)
- Part B team determines additional data and assessments needed.

- Part B team conducts initial comprehensive evaluation process in all areas of suspected disability

6.31.2.10

E. Procedural requirements for the assessment and evaluation of culturally and linguistically diverse children.

1. Each public agency must ensure that tests and other evaluation materials used to assess children are selected, provided and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other mode of communication, such as American sign language, and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to select, provide or administer pursuant to 34 CFR Sec. 300.304(c)(1).
2. Each public agency must ensure that selected assessments and measures are valid and reliable and are administered in accordance with instructions provided by the assessment producer and are administered by trained and knowledgeable personnel.
3. Each public agency must consider information about a child's language proficiency in determining how to conduct the evaluation of the child to prevent misidentification. A child may not be determined to be a child with a disability if the determinant factor for that eligibility determination is limited English proficiency. Comparing academic achievement results with grade level peers in the public agency with similar cultural and linguistic backgrounds should guide this determination process and ensure that the child is exhibiting the characteristics of a disability and not merely language difference in accordance with 34 CFR Sec. 300.306(b)(1).
4. Each public agency must ensure that the child is assessed in all areas related to the suspected disability.
5. Policies for public agency selection of assessment instruments include:
 - (a) assessment and evaluation materials that are tailored to assess specific areas of educational need; and
 - (b) assessments that are selected ensure that results accurately reflect the child's aptitude or achievement level.
6. Public agencies in New Mexico shall devote particular attention to the foregoing requirements in light of the state's cultural and linguistic diversity. Persons assessing culturally or linguistically diverse children shall consult appropriate professional standards to ensure that their evaluations are not discriminatory and should include appropriate references to such standards and concerns in their written reports.

6.31.2.11 (A) (3)

To ensure effective transitioning from IDEA Part C programs to IDEA Part B programs, each public agency must conduct a full and individual initial comprehensive evaluation at no cost to the parent and in compliance with requirements of 34 CFR Secs. 300.300, 300.301, 300.302, 300.304 and 300.305 and other department rules and standards before the initial provision of Part B special education and related services to a child with a disability.

(a) The initial comprehensive evaluation process shall be conducted in all areas of suspected disability.

Questions To Consider

- Who from the LEA is responsible for conducting the initial comprehensive evaluation in all areas of suspected disability?
- How will a group of qualified professionals from the LEA review existing information provided by FIT?
- How will the LEA evaluation team use FIT information in supporting Part B eligibility determination? How will the parent have input?
- If additional data and assessment are needed, how will the LEA coordinate activities? If needed, how will NMSBVI and NMSD be involved?
- What is FIT's role in the process? When and where is the eligibility determination meeting held?

FIT PROVIDER	LEA	HEAD START	OTHER
	<p>LEA Special Education Coordinator or designee will schedule with the family for the initial evaluation and conduct the initial evaluation within 60 days of signed consent by the parent/guardian.</p> <p>The evaluation will be completed in accordance with 34 CFR 300.304 to include a variety of measures and sources and parents may be contacted for more information.</p> <p>Every effort will be made to conduct the evaluations in the child's native language or other mode of communication.</p> <p>LEA will provide qualified professionals conducting Part B evaluations with FIT documents.</p> <p>LEA will collaborate with Center for Training and Technical Assistance regarding appropriate assessment and evaluation for children with hearing loss.</p>		<p>NMSD Center for Training and Technical Assistance will be able to provide consultation to the LEA regarding appropriate assessment and evaluation for children with hearing loss.</p> <p>NMSBVI will provide a current Functional Vision Evaluation and Learning Media Assessment for Students who are blind or visually impaired, to be used in eligibility determination and program design.</p>

ELIGIBILITY DETERMINATION MEETING

6.31.2.11(A)(5)(f)

Each LEA shall designate a team, including parents and qualified professionals, to review existing evaluation data for each child entering the LEA's preschool program in compliance with 34 CFR Sec. 300.305 and, based on that review, identify what additional data, if any, are needed to determine the child's eligibility for Part B services or develop an appropriate program.

6.31.2.10

F. Eligibility determinations.

(1) General rules regarding eligibility determinations

- (a) Upon completing the administration of tests and other evaluation materials, a group of qualified professionals and the parent of the child must determine whether the child is a child with a disability, as defined in 34 CFR Sec. 300.8 and Paragraph (2) of Subsection B of 6.31.2.7 NMAC. The determination shall be made in compliance with all applicable requirements of 34 CFR Sec. 300.306.
- (b) The public agency must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

6.31.2.7(B)(2) "Child with a disability"

means a child who meets all requirements of 34 CFR Sec. 300.8 and who:

- (a) is aged 3 through 21 or will turn 3 at any time during the school year;
- (b) has been evaluated in accordance with 34 CFR Secs. 300.304-300.311 and any additional requirements of these or other public education department rules and standards and as having one or more of the disabilities specified in 34 CFR Sec. 300.8 including intellectual disability; a hearing impairment including deafness; a speech or language impairment; a visual impairment including blindness; emotional disturbance; orthopedic impairment; autism; traumatic brain injury and other health impairment; a specific learning disability; deaf-blindness; or being developmentally delayed as defined in 6.31.2.7(B)(4) NMAC and who has not received a high school diploma; and
- (c) at the discretion of each local educational agency and subject to the additional requirements of Subsection 2 of Paragraph F of 6.31.2.10 NMAC, the term "child with a disability" may include a child aged 3 through 9 who is evaluated as being developmentally delayed and who, because of that condition, needs special education and related services.

(6.31.2.7(B) (19) NMAC

as authorized by 34 CFR §§ 300.8 and 300.39, "special education" in New Mexico may include speech-language pathology services.)

Questions to Consider

- How will the LEA meet to determine eligibility?
- How will the parents be involved in the process?
- How will FIT be involved in the process?
- How will state supported schools or other partners be involved in the process?

FIT PROVIDER	LEA	HEAD START	OTHER
<p>Appropriate FIT staff/ EI team member will attend the Eligibility Determination Meeting upon invitation from the LEA and family.</p>	<p>LEA will invite Parents, Part C/FIT team, Head Start (when appropriate), and anyone the parents want present to the Eligibility Determination Meeting. The NMSD Center for Training and Technical Assistance will be invited for a child with a hearing loss.</p> <p>LEA will assure that a group of qualified professionals and the parents of the child, together as a team, determine whether the child is a child with a disability in accordance with the current State and Federal regulations. This eligibility determination will be based on a combination of review and use of Part C evaluations and assessments, information from the IFSP (if within 6 months of transition conference date), current evaluations and assessments administered by Part B professionals.</p>	<p>Head Start designee and/ or teacher will attend when invited to the Eligibility Determination Meeting.</p>	<p>NMSD EIDS FIT provider will attend the Eligibility Determination Meeting when invited for all children receiving their services in Part C.</p> <p>NMSD Center for Training and Technical Assistance will be available for consultation regarding Part B eligibility for a child is deaf or hard of hearing. The NMSD Early Childhood Principle will attend the EDT meeting when NMSD Part B services are being considered.</p> <p>NMSBVI will participate in the Eligibility Determination Meeting for students who are blind or visually impaired.</p>

EVALUATION REPORT AND DOCUMENTATION OF ELIGIBILITY SENT TO PARENT

6.31.2.10

F. Eligibility determinations.

(1) General rules regarding eligibility determinations

- (a) Upon completing the administration of tests and other evaluation materials, a group of qualified professionals and the parent of the child must determine whether the child is a child with a disability, as defined in 34 CFR Sec. 300.8 and Paragraph (2) of Subsection B of 6.31.2.7 NMAC. The determination shall be made in compliance with all applicable requirements of 34 CFR Sec. 300.306.
- (b) The public agency must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

Questions to Consider

- Who sends and who are the recipients of the Evaluation Report and documentation?
- If FIT and state supported school providers are to receive a copy of the report from the LEA, when will parent consent to release it to them be obtained (at the Transition Conference, at the Eligibility Determination Meeting, etc.)?
- How will FIT providers verify if the child was made eligible for Part B?

FIT PROVIDER	LEA	HEAD START	OTHER
<p>FSC will receive the Eligibility Determination documentation from the LEA with parental consent</p>	<p>LEA will provide the Eligibility Determination documentation to the parents/guardians. Documentation will be provided to the FIT agency/FSC by the child's 3rd birthday with parental consent.</p>	<p>Head Start will receive the Eligibility Determination documentation from the LEA with parental consent.</p>	
	<p>LEA will provide documentation to Head Start with parent consent.</p>		

INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPED

6.31.2.11 A (5) (g) Development of IFSP, IEP or IFSP-IEP.

(i) The IFSP, IEP, or IFSP-IEP will be developed by a team constituted in compliance with 34 CFR Sec. 300.321 that includes the parents. For children transitioning from Part C programs to Part B programs, the team must also include one or more early intervention providers who are knowledgeable about the child. "Early intervention providers" are defined as Part C service coordinators or other representatives of the Part C system.

7.30.8.13 I (1)

The family service coordinator and other early intervention personnel shall participate in a meeting to develop the IEP (or IFSP-IEP) with parent approval.
 (2) the family service coordinator, with parent consent, shall provide any new or updated documents to the LEA in order to develop the IEP.

Questions to Consider

- Who from the LEA is responsible for developing the IEP? How and when will the LEA inform the parents of their right to invite other representatives (FIT, Head Start, etc.) to the IEP meeting? If needed, how will NMSBVI and NMUSD be involved? How and when will FIT and others be invited to the IEP meeting with parental consent? When invited, how will FIT coordinate participation of appropriate early intervention staff in the IEP meeting? What is the process for children whose third birthday occurs during the summer?

FIT PROVIDER	LEA	HEAD START	OTHER
<p>The FSC and other FIT team members will participate in the IEP meeting with parent/guardian consent/request.</p> <p>FIT team will provide post transition follow up services after age 3, if requested by the parents/guardians and documented in the IFSP. These follow up services will be provided in accordance with FIT program service standards and will provide consultation to family, receiving agencies to ensure effectiveness</p>	<p>LEA will send IEP meeting invitation to the family and the FSC or other representatives of Part C to assist with the smooth transition to Part B process and development of the IEP.</p> <p>LEA will provide a copy of the Procedural Safeguards to the parents/guardians.</p> <p>Part B services will begin on child's 3rd birthday, unless otherwise stated on the IEP.</p> <p>LEA will provide family with a copy of the completed IEP document.</p>	<p>If the parents/guardians have selected Head Start as the service location for IEP services, they will be invited to the IEP meeting.</p> <p>Head Start designee will support family in application and eligibility process for Head Start, including all necessary enrollment paperwork.</p>	<p>NMSBVI will participate, with parent/guardian permission, on the IEP team for students who are blind or visually impaired. NMSBVI will assist in setting goals, provide suggestions for environmental modifications, and recommendations for services. NMSBVI will provide input on the Considerations of Special Factors for students who are blind or visually impaired including instruction in Braille.</p> <p>NMSBVI will provide NMV/Count information for students who are blind or visually impaired to the receiving</p>

<p>of transition process</p>	<p>The LEA will provide the FSC with a copy of the IEP document with parent consent.</p> <p>In the case of a child with a hearing loss, even if the hearing loss is not the child's primary disability, the Communication Considerations for Children with Hearing Loss addendum must be completed by the IEP team to facilitate the discussion around communication needs. NMSD staff are available to IEP teams for support and consultation.</p> <p>If the child is eligible for NMSD Part B services, the NMSD Early Childhood Principle will coordinate the IEP with the LEA.</p>	<p>Program. The NMVI/Count is the federal APH (American Printing House for the Blind) census that provides support and education materials to the district and students through the NM-IRC lending library, such as textbooks (braille, adapted textbooks), enlarged materials and other adapted materials available from APH. Please contact NM-IRC (575-439-4438).</p> <p>NMSD Center for Training and Technical Assistance is available to participate in the IEP and will assist the LEA in setting goals and objectives, provide suggestions for environmental modifications and recommendations for level of service.</p> <p>NMSD EIDS staff may attend the IEP if the parents/caregivers request in order to assist in carrying over the IEP goals into the home setting, however, their services are not listed on the IEP.</p> <p>Parents Reaching Out will collaborate with LEA to support families with IEP questions.</p>
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IN WITNESS WHEREOF, the following signatures are affixed:

SIGNATURES/DATES


Make sure that all the parties to the agreement sign and date it. All the parties listed in the heading of the agreement must sign. Without a signature to the agreement, the agency is not accountable. Assume that a person in authority from the agency is signing the agreement. The agreement can be signed at a meeting with the agencies involved.


Claudine Valerio-Salazar, Executive Director
EnSuenos Y Los Angelitos Development Center

5/26/2023
Date

Lynn Brashar, Director of Exceptional Programs
Taos Municipal Schools

Date


Mary Jean Aragon, Special Education Coordinator
Questa Independent Schools

4.21.2023
Date

Estrella Lopez, Special Education Coordinator
Penasco Independent Schools

Date


Amber Ohlinger, Regional Consultant
New Mexico School for the Blind and Visually Impaired

03/29/2023
Date


Kristi Halus, EIDS Regional Supervisor
New Mexico School for the Deaf

3/29/2023
Date

Name of Person Signing, Title _____
Agency Name _____

Date _____

Name of Person Signing, Title _____
Agency Name _____

Date _____

Name of Person Signing, Title _____
Agency Name _____

Date _____