

NORTHERN TRANSITION TEAM MEMORANDUM OF UNDERSTANDING

Between

Las Cumbres Community Services, Inc.

&

Chama Valley Schools, Dulce Independent Schools, Jemez Mountain Schools,

Jicarilla Child and Family Education Center, Mesa Vista Consolidated Schools,

New Mexico School for the Blind and Visually Impaired, New Mexico School for the Deaf, and

Youth Development, Inc. Head Start

TEAM MEMBERS' CONTACT INFORMATION

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I. PURPOSE

The purpose of this memorandum of understanding (MOU) is to formalize transition procedures and delineate roles and responsibilities among its agencies in their collaborative efforts to identify, evaluate, and transition children from Early Intervention (Part C) to Preschool Special Education (Part B), Early Head Start/Head Start and/or other community settings. As a group we strive for a cooperative system that provides families with the information, empowerment and support(s) they need to make informed choices and facilitate smooth transitions from one service system to another in accordance with State and Federal regulations. Additionally, we collaboratively learn about the array of services each agency provides, eligibility and access considerations, and the referral process to assure resources are utilized in the most effective manner. Lastly, we come together to collaborate on a continuing system of screening, referral and community health fairs to provide education and referral information to parents.

II. DESCRIPTION OF THE INVOLVED AGENCIES

Las Cumbres Community Services, Inc. is the Early Intervention agency which provides services throughout Los Alamos County, Santa Fe County and Rio Arriba County. Also known as the Family Infant Toddler (FIT) program, Las Cumbres supports families and their children ages birth to three years who have or are at risk for developmental delays and/or disabilities. Services include: evaluation and assessment, developmental consultation, family education, counseling, home visits and speech, occupational and/or physical therapy. For the purpose of this MOU, Las Cumbres services cover the area of Northern Rio Arriba County within the following school districts:

Dulce Independent Schools, Chama Valley Independent Schools, Jemez Mountain Public Schools and Mesa Vista Consolidated Schools are the Local Education Agencies (LEA) that serve children in Northern Rio Arriba County. School districts provide supports and services to children who are identified as eligible for special education under IDEA regulations. Each district is invited to participate on the North Transition Team and supports the implementation of this agreement.

New Mexico School for the Deaf and New Mexico School for the Blind and Visually Impaired provide supports and services for children within this community. These agencies are full participants in this MOU and are involved in the transition process for children as appropriate in this process. If a hearing or visual impairment is identified after the transition, the local education agency (LEA) will contact the appropriate agency/ies.

YDI Head Start and Jicarilla Child & Family Education Center Early Head Start & Head Start provide comprehensive services to young children and their families. It is mandated that Head Start make 10% of enrollment opportunities available to children with disabilities and actively recruit children with disabilities. Income eligibility percentage will be based on Head Start current enrollment & on funding source. Head Start will work to assist families in the application process including reviewing developmental and financial eligibility requirements. With parent permission, FIT family service coordinators are welcome to participate in this process.

III. REQUIREMENTS IMPACTING THIS AGREEMENT

This agreement is based on applicable federal and state regulations, rules, policies, and procedures as referenced throughout the MOU.

IV. DEFINITION OF TERMS

1. **ECECD** - Early Childhood Education & Care Department: the state program that coordinates a continuum of programs from prenatal to five, to ensure that families in every corner of the state can access the services they need. The ECECD oversees the FIT program as well as state Head Start programs, child care programs, and food and nutrition programs.
2. **FIT** - Family Infant Toddler Program (Part C programs): Las Cumbres Community Services, New Mexico School for the Blind & Visually Impaired, and New Mexico School for the Deaf.
3. **NMPED or PED** - New Mexico Public Education Department
4. **SED** - Special Education Division
5. **IDEA** - Individuals with Disabilities Education Act
6. **IFSP** - Individualized Family Service Plan
7. **IEP** - Individualized Education Program
8. **LEA** - Local Education Agency (School District): Chama Valley Schools, Dulce Independent Schools, Jemez Mountain Schools, Mesa Vista Schools
9. **EI** - Early Intervention program
10. **Part C** - the part of the IDEA which provides services to eligible children birth to 3 years of age and their families, also known as the “Early Intervention Program” or the “Family Infant Toddler Program (FIT)”
11. **Part B** - the part of the IDEA which provides services to children with disabilities ages 3 to 21 years of age, also known as “Special Education and Related Services,” the “LEA,” and/or “the school district.”

12. **FAPE** - Free and Appropriate Public Education
13. **STARS** -Student Teacher Accountability Reporting System
14. **EDT** - Eligibility Determination Team
15. **NM TEAM (Manual)**- New Mexico's *Technical Evaluation and Assessment Manual*, statewide guidance for eligibility determination under IDEA
16. **IDEA Part B Section 619 Preschool Grants**- the part of the IDEA Part B which provides special education services to preschool children with disabilities ages 3 to 5 years of age

V. IMPLEMENTATION OF AGREEMENT:

The Team members (or a minimum of one representative per agency) agree to collaborate and attend quarterly meetings in order to:

- Plan and conduct notification on a quarterly basis.
- Ensure adherence to state and/or federally mandated transition timelines.
- Make the process of transition from one service provider, program, or service system to another as family friendly and seamless as possible.
- Provide information and support to assist the family in clarifying their hopes, dreams, and preferences, and in participating effectively in the transition process.
- Follow program visitation processes.
- Develop common, family-friendly language and procedures to support an effective transition process.
- Maximize community education, child identification, service availability, resources, Child Find, and public awareness activities through regular meetings and coordination of health fairs and a system of information sharing and referral.
- Collaborate on training or technical assistance opportunities available for staff and parents in preschool and public school settings.
- Provide intra-agency and interagency support in implementation of the MOU.

VI. MONITORING AND EVALUATION OF THE AGREEMENT

Signatory agencies will collaborate, at meetings held at least quarterly, in discussing the process described in the agreement and recommending any changes to the agreement based on the decisions of the Northern Transition Team and as applicable guidelines indicate. Information on the effectiveness of this agreement will be evaluated through agency examinations of STARS data and FIT Kids reporting data, as well as anecdotal and formal feedback from state agencies, designated member agency representatives, and participating families. Reporting data and other sources of feedback should be discussed at the Northern Transition Team's quarterly meetings.

Proposed changes to the agreement must be approved by the Northern Transition Team and signatories. Notes from quarterly transition team meetings will be disseminated to team members via email.

VII. INTERAGENCY DISPUTE PROCESS

In the event of a dispute or concerns relating to the MOU and/or transition process, cooperating agencies agree to contact the specific agency with whom the concern arises and attempt to resolve concerns. If concerns cannot be resolved in this way, or if concerns affect the larger group, concerns will be addressed during the Northern Transition Team meeting. If concerns or questions about the transition process continue to exist after the Northern Transition meeting process, then the appropriate resource will be contacted (transition team coach, Preschool Network/Early Childhood Network staff, state PED/FIT transition lead).

IX. DURATION

This agreement will be valid for four years from the last date of signatures and will be reviewed at least annually.

X. WORKING PROCEDURES AND RESPONSIBILITIES IN TRANSITION PROCESS

FIT Lead	FIT Lead	Joint Responsibility
NOTIFICATION		
<p>Data on potentially eligible children sent to LEA. Local level data shared</p>		
<p>NMAC 7.30.8.13 TRANSITION (B)</p> <ul style="list-style-type: none"> (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.

FIT PROVIDER	LEA	HEAD START	OTHER
<p>Coordinator of North FIT services and/or New Mexico School for the Deaf (NMSD) Early Intervention & Developmental Services (EIDS) Department Regional Supervisor will provide Quarterly Notifications on or before August 6, October 6, January 6, and April 6 to individual school districts by secure email to LEA-designated contact(s).</p> <p>In the event that no potentially eligible children</p>	<p>Special Education Director/ Coordinator or designee will acknowledge receipt of notification individually with FIT provider by email and/or US Postal Service mail.</p> <p>Annually at Regional Transition Team Quarter 1 meeting, each member LEA will update the LEA designee and contact information for receiving and confirming receipt of Quarterly Notifications.</p>		<p>New Mexico School for the Deaf (NMSD) Early Intervention & Developmental Services (EIDS) Department Regional Supervisor will provide quarterly notifications on or before August 6, October 6, January 6, and April 6 to individual school districts as specified under FIT program responsibilities in this section.</p>

<p>are receiving Part C services within a member LEA service area, the Part C agency will provide written notice that there are no potentially eligible children.</p> <p>Provide LEA Special Education Director/ Coordinator with notification as soon as a child enters the FIT program when that child enters less than 12 months before the child's 3rd birthday.</p> <p>Provide appropriate information as per state guidance and in alignment with HIPAA and FERPA requirements.</p> <p>Provide immediate notification to the LEA of any child referred to the FIT program within 6 months of the child's 3rd birthday: notification will occur immediately, before initial eligibility has been determined.</p>			
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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.

NMAC 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.

FIT PROVIDER	LEA	HEAD START	OTHER
<p>At each child’s initial IFSP meeting, family service coordinator will inform parent(s) of the timelines for the child’s transition.</p> <p>By 24 months of age, or at entry into FIT programming for children older than 24 months:</p> <p>Family service coordinator will ensure that the family is fully aware of the array of service and program options available under Part B, including home, centers, Head Start, Pre-K programs, state schools, or community-based settings. If family desires, coordinate visits to these settings.</p> <p>FIT providers will support family in understanding the roles and responsibilities of partnering agencies such as Early Head Start/Head Start during this process and in the future.</p>	<p>Upon family request, early intervention providers and Head Start programs will coordinate with LEA or designee to facilitate visits by families to classrooms and/or learn about services provided by the school district.</p>	<p>Participate in transition planning as deemed appropriate by the parents, Part C and Part B programs through the IFSP and IEP processes.</p> <p>Provide program information to EI agencies for distribution. With parent permission, coordinate with early intervention providers to facilitate visits by families to classrooms and/or learn about services provided.</p>	<p>NMSD and New Mexico School for the Blind and Visually Impaired (NMSBVI) will:</p> <p>Provide a comprehensive overview of the transition process and provide information on services to families including eligibility and enrollment.</p> <p>Support each family in acquiring a comprehensive and current evaluation including audiological/ ophthalmological prior to transition.</p> <p>NMSBVI will:</p> <p>Work together with other local FIT providers, Early Head Start and Head Start, and/or LEAs to best meet the needs of children who are blind or visually impaired in the community and support attainment of outcomes and goals contained in the IFSP/IEP.</p> <p>NMSD will:</p>

<p>Family service coordinator will consider parent needs for child care in the transition planning.</p> <p>Family service coordinator 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. These individualized steps and actions are documented on the transition plan and are included in the IFSP.</p>			<p>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.</p>
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REFERRAL TO LEA			
Referral form sent to LEA with parent consent			
<p>NMAC 7.30.8.13(D)</p> <p>(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).</p> <p>(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.</p> <p>NMAC 7.30.8.7(K)</p> <p>“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.</p>			
FIT PROVIDER	LEA	HEAD START	OTHER
With parent consent, family service coordinator will deliver/mail a Transition Referral Form to the Local Education agency (LEA) Special	If the Referral Form is mailed, the Special Education Director/ Coordinator or designee will email and/or send US Postal Service mail to the		If NMSD Part B Services are a consideration, the NMSD ECE Principal will acknowledge receipt of the transition referral.

<p>Education Director/ Coordinator and NMSD ECE Principal if NMSD Part B services are a consideration at least 60 days prior to the Transition Conference, and, if possible, 6 months prior to the child’s 3rd birthday.</p> <p>If the parent refuses the referral to be made to Part B, the family’s service coordinator will provide the parent with prior written notice to remind parent that Part C services will end at the time of the child’s third birthday. The service coordinator will also provide the family a copy of their procedural safeguards at this time. At the next Quarterly Notification, the Coordinator of North FIT Services will notify the LEA that the child shall be considered removed from the Quarterly Notification list.</p> <p>If the child is enrolled in EHS/HS programming, FIT</p>	<p>family service coordinator confirming receipt of the referral.</p>		
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<p>will provide above-referenced documents to the Early Head Start/Head Start Disability Department, with parent consent.</p> <p>If the child is deaf or hard-of-hearing, in accordance with ECECD procedure, and with parent consent, contact an NMSD Early Intervention and Developmental Services regional supervisor for technical assistance to the transition team in discussing communication considerations and the continuum of educational options.</p>			
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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.			
FIT PROVIDER	LEA	HEAD START	OTHER
<p>With parent consent, family service coordinator will coordinate the completion and submission of the Transition Assessment Summary Form, all applicable supporting documents, and invitation to the Transition Conference to the LEA and NMSD ECE Principal (if NMSD Part B services are being considered) at least 30 days prior to the Transition Conference. Data should not be older than 6 months of the Transition Conference date.</p> <p>If a child is enrolled in EHS/HS programming, FIT</p>	<p>If the Transition Assessment Summary Form is mailed, Special Education Director/ Coordinator or designee will send email and/or US Postal Service mail confirming receipt and acknowledgement of Transition Conference date. In order for Part C assessment data to be used by the LEA, current assessments are defined as assessments conducted no more than six months prior to the date of the Part B eligibility determination (EDT) meeting.</p> <p>Special Education Director/ Coordinator will receive the Transition</p>		<p>In the case of a child who receives services or consultation from NMSD or NMSBVI, NMSD/NMSBVI will participate in EI team meetings to complete the hearing/vision portion of the transition assessment summary form.</p> <p>The NMSD service provider or EIDS regional supervisor and/or the NMSBVI service provider will acknowledge receipt of the invitation.</p> <p>NMSD EIDS Regional Supervisor is available for technical assistance to the transition team in discussing communication considerations and the continuum of educational options.</p>

<p>will provide above-referenced documents to the Early Head Start/ Head Start with parent permission.</p> <p>In the case of a child who is deaf or hard-of-hearing, and in accordance with ECECD procedure and with parent consent, contact an NMSD EIDS Regional Supervisor for technical assistance to the transition team in discussing communication considerations and the continuum of educational options.</p> <p>If a child’s 3rd birthday will occur during a summer month (when district staff is not available), the family service coordinator will coordinate with the LEA to adapt the Timeline of Steps for Early Childhood Transition in New Mexico to ensure that all necessary information is transmitted in an acceptable timeframe and all Transition events will</p>	<p>Assessment Summary Form, review the information contained with staff and related service providers, and determine which LEA staff shall attend the Transition Conference.</p> <p>By the end of December of each year, the Special Education Director/ Coordinator will communicate with the Coordinator of North FIT services regarding staff availability during the summer, as well as the last possible day of the school year for eligibility determination meetings.</p>		<p>If NMSD Part B services are a consideration, the NMSD Early Childhood Principal will acknowledge receipt of the invitation and Transition Assessment Summary Form.</p>
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<p>be completed before the annually-established last possible day of the school year for eligibility determination meetings. When a child's 3rd birthday occurs between June 1 and September 30th, the FIT Family Service Coordinator will work with parents, appropriate LEA representatives, and other applicable service providers (ex. Early Head Start/Head Start, NMSBVI, NMSD) to ensure that the child's Transition Conference is scheduled and conducted on or before April 1st to allow sufficient time for all transition activities to take place in accordance with state-mandated timelines.</p>			
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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

NMAC 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.

NMAC 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.

FIT PROVIDER	LEA	HEAD START	OTHER
<p>Family service coordinator will (with parent approval) convene and facilitate a Transition Conference at least 90 days and, at the discretion of all parties, no more than nine months prior to the child's 3rd birthday.</p> <p>If the child is potentially eligible or receiving Part C services as a child with Developmental Delay or Established Condition, local education agency (LEA), the family service coordinator will invite the LEA representative(s) to participate in the Transition Conference. The invitation must be sent at least 30 days prior to the Transition Conference.</p> <p>In the case of a child with a hearing loss, in accordance with ECECD</p>	<p>After review of the Transition Assessment Summary Form, Special Education Director/ Coordinator, child's case manager, special education staff and related service providers will determine which LEA staff should attend the Transition Conference.</p> <p>Participate in the Transition Conference.</p> <p>As a team, determine the need for additional evaluation and/or assessment to determine eligibility.</p> <p>Provide and explain to the parent(s) in their native language or other mode of communication used by the parent(s) the Procedural Safeguards including prior written notice of actions proposed as well as request for parental consent to conduct an</p>	<p>Attend Transition Conference if invited.</p> <p>Provide family with information about the Early Head Start/Head Start program.</p> <p>If family is interested in Early Head Start/Head Start, assist the family with application process.</p> <p>Encourage families to visit Early Head Start/Head Start Programs prior to completing the application process.</p>	<p>NMSBVI will: Provide information to parents/guardians of children who are eligible to transition regarding options for services.</p> <p>Coordinate transition information/efforts with other service providers.</p> <p>Support each family's efforts to have a current ophthalmologic report prior to transition.</p> <p>Provide current assessment information, recommendations and consultation as needed to the receiving program.</p> <p>Participate, when invited, in transition conferences/ meetings and help the team and family consider</p>

<p>procedures and with parent consent, the family service coordinator will contact NMSD Early Intervention and Developmental Services regional supervisor for technical assistance during the Transition Conference in discussing communication considerations and the continuum of educational options (even if the child is not receiving direct NMSD EIDS services in early intervention).</p> <p>In the case of a child with vision impairment, in accordance with ECECD procedures and with parent consent, the family service coordinator will contact the NMSBVI developmental vision specialist prior to the Transition Conference.</p> <p>With parent consent, family service coordinator will invite</p>	<p>initial evaluation.</p> <p>Schedule a date for a group of qualified professionals from the LEA and the parent(s) to review any existing data, including the IFSP, evaluations and information provided by parents or other data as allowed, as part of the process for determining eligibility for IDEA Part B.</p> <p>If a parent refuses to have the child’s eligibility for Part B services determined, an LEA representative will provide the parent(s) with prior written notice that after Part C services end at the time of the child’s third birthday, the family may contact the LEA in the future and request an initial evaluation.</p> <p>If the parent is not ready to proceed, the LEA representative will provide contact</p>		<p>placement options and adaptations that may be needed.</p> <p>Provide the mandatory required form “Considerations of Special Factors for a Child Who is Blind or Visually Impaired” from IDEA 2004).</p> <p>Prepare the transitional functional vision evaluation for meetings when given sufficient notice by the child’s family service coordinator.</p> <p>NMSD will:</p> <p>Participate in the Transition Conference and, if acting as FIT family service coordinator, facilitate that conference, per FIT regulations.</p> <p>Early Intervention and Developmental Services staff will support the transition team at the transition conference</p>
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<p>other relevant service providers (Head Start, Early Head Start, NMSBVI, NMSD, child care providers, etc.) to participate in the Transition Conference. Parent(s) may invite additional attendees as desired.</p> <p>The family service coordinator shall facilitate this meeting to ensure the following:</p> <ul style="list-style-type: none"> • Review the child’s service and program options. • Review the IFSP, evaluation, assessment information, and other relevant and current data/information. • Offer post-transition service coordination to the family as an option. If the parent(s) requests this service, it must be 	<p>information to the parent, explaining the child’s transition timeline. LEA will arrange with the parent a follow-up date to attain the parent’s decision. The LEA will receive written consent or refusal for consent on or before the follow-up date.</p> <p>NMSD Center for Educational Consultation and Training (CECT) is available to provide consultation to the LEA regarding appropriate assessment/evaluation for children with different hearing levels.</p>		<p>by providing consultation around Communication Considerations for Children who are Deaf or Heard-of-Hearing as mandated by IDEA.</p> <p>NMSD Center for Educational Consultation and Training (CECT) is available to provide consultation to the LEA regarding appropriate assessment/evaluation for children with hearing loss.</p> <p>When NMSD Part B services are a consideration, the NMSD Early Childhood Principal will contact the LEA regarding its Joint Powers Agreement to collaboratively consider placement options.</p>
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<p>provided in accordance with the Family Infant Toddler Program's service standards. Post transition service coordination activities must be documented in the IFSP. Post transition service coordination may involve visits with the family, consultation to staff of the receiving agency/agencies, and/or an evaluation of the effectiveness of the transition process.</p> <ul style="list-style-type: none">• Document all outcomes and decisions of the Transition Conference in the IFSP.• With parent consent, provide copies of IFSP Transition Conference documentation to LEA and involved agencies (Head Start/EHS, NMSBVI, NMSD, etc.)			
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<p>If any of the three partners (EI, LEA or family) cannot attend scheduled meeting, another meeting will be rescheduled at a mutually agreed upon time.</p>			
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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.
<p>NMAC 6.31.2.10(E) Procedural requirements for the assessment and evaluation of culturally and linguistically diverse children.</p> <p>(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).</p> <p>(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.</p> <p>(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).</p> <p>(4) Each public agency must ensure that the child is assessed in all areas related to the suspected disability.</p> <p>(5) Policies for public agency selection of assessment instruments include:</p> <ul style="list-style-type: none"> (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. <p>(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</p>

discriminatory and should include appropriate references to such standards and concerns in their written reports.

NMAC 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.

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

FIT PROVIDER	LEA	HEAD START	OTHER
<p>Parents who decide not to proceed with eligibility determination for Part B should be given contact information for the LEA in which they reside. It should be made clear that after they exit the FIT program, they may contact the LEA in the future and request an initial evaluation.</p>	<p>Conduct the initial evaluation within 60 days of the Consent Form for Preschool Evaluation signed by the Parent(s).</p> <p>Conduct the initial evaluation in accordance with 34 CFR §300.304 to include a variety of measures and sources, including functional, aptitude, and achievement tests, and parent input, as well as information about the child’s physical condition, social, cultural and linguistic background.</p> <p>Members of an eligibility</p>		<p>NMSBVI will:</p> <p>Provide consultation regarding appropriate assessment/evaluation for children with visual impairment(s).</p> <p>NMSD CECT will:</p> <p>provide consultation regarding appropriate assessment and evaluation for children with hearing loss.</p>

	<p>determination team are to be determined by the areas of suspected need specific to the child, as documented by parental consent for initial evaluation.</p> <p>If a parent refuses to have the child's eligibility for Part B services determined, the LEA representative should provide the parent(s) with prior written notice that Part C services will end at the time of their child's third birthday. The LEA representative will provide the family a copy of procedural safeguards at this time.</p> <p>NMSBVI and NMSD are available for consultation regarding appropriate evaluation for children with vision or hearing differences.</p>		
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ELIGIBILITY DETERMINATION MEETING			

NMAC 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.

NMAC 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.

NMAC 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.

NMAC 6.31.2.7(B)(19)(a)

As authorized by 34 CFR §§ 300.8 and 300.39, “special education” in New Mexico may include speech-language pathology services.

FIT PROVIDER	LEA	HEAD START	OTHER
<p>With parent consent, attend eligibility determination meeting when invited.</p>	<p>Assure that a group of qualified professionals including the parent(s) of the child will determine whether the child is a child with a disability in accordance with state and federal regulations. Include and document the review and use of existing Part C evaluations and assessments and the IFSP information as part of the initial evaluation. Part C evaluations must have been administered within six months of the EDT meeting in order to be considered.</p> <p>Include and document parent, teacher and/or other input as applicable in determining eligibility.</p>	<p>If applicable, Early Head Start/Head Start will participate on the Eligibility Determination Team.</p>	<p>NMSBVI will:</p> <p>With parent permission, participate in the eligibility determination meeting when invited. Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination and programming design.</p> <p>NMSD:</p> <p>NMSD EIDS, with parent permission, participate in the eligibility determination meeting when invited. Provide current information regarding present levels of</p>

	<p>Support the family in understanding the roles and responsibilities of partnering agencies such as Early Head Start/Head Start during this process and in the future.</p> <p>With parent permission, will send an invitation to the Part C family service coordinator and other agency representatives to attend the eligibility determination meeting.</p> <p>The NMSD CECT Consultant is available for consultation regarding Part B eligibility for any child who has a hearing loss.</p> <p>When NMSD Part B services are a consideration, the NMSD EC Principal will attend the EDT.</p>		<p>performance and relevant assessment information to be used in eligibility determination and programming design.</p> <p>The NMSD CECT Consultant is available for consultation regarding Part B eligibility for any child who has a hearing loss.</p> <p>When NMSD Part B services are a consideration, the NMSD EC Principal will attend the EDT.</p>
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EVALUATION REPORT AND DOCUMENTATION OF ELIGIBILITY SENT TO PARENT

NMAC 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.

FIT PROVIDER	LEA	HEAD START	OTHER
<p>Family service coordinator will contact the LEA representative to verify if child was determined eligible for Part B. Family service coordinator will document eligibility in the child's FIT file.</p>	<p>Provide a copy of the evaluation report and documentation of the eligibility determination to the parent(s).</p> <p>With parental consent, provide a copy of this documentation to the referring FIT provider (and, if applicable, Head Start/Early Head Start Program, NMSBVI, and/or NMSD) no later than the child's 3rd birthday.</p>		

INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPED

NMAC 7.30.8.12(H) Transition date:

- (1) The child shall transition from the FIT program when he or she turns three years old.
- (2) For a child determined to be eligible by the LEA for preschool special education (IDEA Part B):
 - (a) if the child’s third birthday occurs during the school year, transition shall occur by the first school day after the child turns three; or
 - (b) if the child’s third birthday occurs during the summer, the child’s IEP team shall determine the date when services under the IEP (or IFSP-IEP) will begin.

NMAC 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.

NMAC 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.

FIT PROVIDER	LEA	HEAD START	OTHER
<p>With parent consent, participate in the IEP meeting.</p> <p>Support family in understanding the roles and responsibilities of partnering agencies such as Early Head Start/Head Start during this process</p>	<p>If the child qualifies for special education (and related services), develop an IEP after the Eligibility Determination Meeting and before the child’s 3rd birthday.</p> <p>At least 15 days prior to the meeting, will invite</p>	<p>If the family selects Early Head Start/Head Start, assist family in the application process (unless already completed). A completed application is the first step to be considered for enrollment. Head</p>	<p>In the case of a child who is blind or visually impaired, NMSBVI will:</p> <p>Participate with parent permission on IEP team and assist in setting goals and objectives, provide suggestions for modifications and provide</p>

<p>and in the future.</p> <p>Once child transitions to Part B Programs:</p> <p>If requested by the parent, provide post-transition service coordination to the family. Post transition service coordination activities must be documented in the IFSP.</p> <p>Post-transition service coordination may involve visits with the family from any of the child’s IFSP team, consultation to staff of the receiving agency/agencies, and/or an evaluation of the effectiveness of the transition process.</p>	<p>parent to the IEP meeting. With parent consent, invite the Part C family service coordinator and other agencies’ representatives (Head Start/Early Head Start Program, NMSBVI and/or NMSD) to the IEP meeting.</p> <p>Child’s case manager will inform parent(s) of parental right to invite additional representatives to the IEP meeting as desired.</p> <p>Request from FIT provider any current information prior to IEP meeting in order to develop the IEP.</p> <p>Provide a copy of Procedural Safeguards to the parents.</p> <p>Conduct the initial IEP meeting.</p> <p>In the case of a child with a hearing loss, even if the hearing loss is not the child’s primary condition, the IEP team MUST</p>	<p>Start/Early Head Start Family Services staff and/or Disability staff will assist family in completing all necessary paperwork.</p> <p>If child is to receive special education services provided by the LEA at the Head Start, attend the IEP meeting.</p> <p>If child is dually enrolled in Head Start and the school district programs, attend the IEP meeting when invited.</p>	<p>recommendations for level of service.</p> <p>NMSBVI will complete and submit the Consideration of Special Factors form (from IDEA-2004): 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). A Teacher of the Visually Impaired must determine the Literacy Learning Mode of each transitioning child (Auditory, Tactile, or Visual) and make recommendations about the recommended literacy mode for the child to the IEP team upon transition. This Consideration of Special Factors form must be completed by a Teacher of the Visually Impaired to make literacy recommendations.</p>
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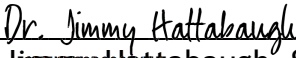
	<p>complete the Addendum for Students Who Are Deaf or Hard of Hearing Communication Considerations form to facilitate discussion around the child’s communication needs.</p> <p>NMSD CECT staff are available to IEP teams for support and consultation around the communication considerations, as well as IEP goals, strategies, and accommodations/ modifications for children with a hearing loss.</p> <p>If the child is eligible for NMSD Part B program, NMSD EC principal will coordinate the IEP with the LEA.</p> <p>Once child transitions to Part B Programs:</p> <p>Begin Part B services on the date specified in the IEP.</p>		<p>NMSD will:</p> <p>Participate with parent permission on the IEP team and assist in setting goals and objectives, provide suggestions for environmental modifications and provide recommendations for level of service.</p> <p>In the case of a child with a hearing loss, even if the hearing loss is not the child’s primary condition, the Addendum for Students Who Are Deaf or Hard of Hearing Communication Considerations form MUST be completed by the IEP team to facilitate discussion around the child’s communication needs.</p> <p>NMSD CECT staff are available to IEP teams for support and consultation around the communication considerations, as well as IEP goals, strategies, and accommodations/</p>
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			<p>modifications for children with a hearing loss.</p> <p>If the child is eligible for NMSD Part B program, NMSD Early Childhood principal will coordinate the IEP with the LEA.</p>
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IN WITNESS WHEREOF, the following signatures are affixed:

DocuSigned by: <i>Paula Martinez</i>	4/12/2021
Paula Martinez, Special Education Coordinator Chama Valley Schools	Date

IN WITNESS WHEREOF, the following signatures are affixed:


DocuSigned by:


Dr. Jimmy Hattabaugh, Superintendent
Dulce Independent Schools

4/12/2021

Date

IN WITNESS WHEREOF, the following signatures are affixed:

DocuSigned by:	4/12/2021
	Date
Felix Garcia, Superintendent Jemez Mountain Schools	

IN WITNESS WHEREOF, the following signatures are affixed:

DocuSigned by:

Francine Cachuca

5/11/2021


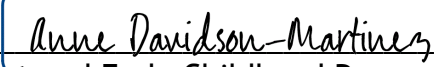
Francine Cachuca, Center Director
Jicarilla Child & Family Education Center

Date

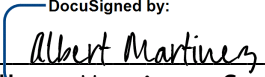
Edward Velarde, President
Jicarilla Apache Nation

Date

IN WITNESS WHEREOF, the following signatures are affixed:

		5/12/2021
<p>DocuSigned by: Linnea Moreno, Director of Community Infant and Early Childhood Programs Las Cumbres Community Services</p>	<p>DocuSigned by: Anne Davidson-Martinez</p>	4/12/2021
		Date

IN WITNESS WHEREOF, the following signatures are affixed:

DocuSigned by:


Albert Martinez, Superintendent
Mesa Vista Consolidated Schools

4/12/2021

Date

IN WITNESS WHEREOF, the following signatures are affixed:

DocuSigned by:

Sarah Langley

4/12/2021

Sarah Langley, Developmental Vision Specialist
New Mexico School for the Blind & Visually Impaired

Date

IN WITNESS WHEREOF, the following signatures are affixed:

DocuSigned by:

Kristi Halus for Rosemary Gallegos, EdD

5/10/2021

~~Dr. Rosemary Gallegos, Superintendent~~
Kristi Halus (designated signer), EIDS Department NE Regional Supervisor
New Mexico School for the Deaf

Date

IN WITNESS WHEREOF, the following signatures are affixed:

DocuSigned by:

Stephanie Martinez

4/12/2021

Stephanie Martinez, Associate Director
Youth Development, Inc. Head Start

Date