

**MEMORANDUM OF UNDERSTANDING
CONCERNING
THE TRANSITION OF CHILDREN BETWEEN:**

**Positive Outcomes Alberta House EI
Elevate Early Intervention
Belen Consolidated Schools
Socorro Consolidated Schools
Magdalena Municipal Schools
New Mexico School for the Deaf
New Mexico School for the Blind and Visually
Impaired**

**With the support of
Central Region Educational Cooperative,
Alamo Navajo Early Childhood Center
EPICS
Socorro Head Start
Alberta Academy
CYFD
Parents Reaching
Out(PRO)
And
NM FOCUS**

**The above-listed agencies are collectively described as the Socorro County Objective Transition
Success (SCOTS)**

TEAM MEMBERS

Contact Information

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Program: Alamo Navajo ECH Center
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Program: New Mexico School for the Blind & Visually Impaired
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Program: Socorro Early Childhood Development Center (Head Start & EHS Program)
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Program: NM FOCUS
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Program: Central Region Educational Cooperative #5
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Program: NM Tech Children's Center
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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) or Head Start, which may be delivered in 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 smoothly move 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. GOALS

- Make the process of moving from one service provider 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 participating effectively in the transition process.
- Follow program visitation processes.
- Develop common terms, forms, protocols, testing and procedures to lessen duplication and aid in meeting eligibility and enrollment requirements, when possible.
- 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.

III. DESCRIPTION OF THE INVOLVED AGENCIES

These agencies are full participants in this MOU and are involved in the transition process for children as appropriate.

Positive Outcomes Inc./The Alberta House is an area early intervention agency in Socorro County for the New Mexico State Department of Health-Family Infant Toddler Program, that offers Developmental Instruction services, Occupational Therapy, Physical Therapy, Speech Therapy, and Infant Massage Instruction in the home, school or natural environment of the child. Using a collaborative, team-based approach, Positive Outcomes Team offers therapy and consultation services to children in Socorro County who are at risk or have a developmental delay for the birth to three populations.

Elevate Early Intervention is an area early intervention agency in Socorro County for the New Mexico State Department of

Health-Family Infant Toddler Program, that offers Developmental Instruction services, Occupational Therapy, Physical Therapy, Speech Therapy, and Infant Massage Instruction in the home, school or natural environment of the child. Using a collaborative, team-based approach, Positive Outcomes Team offers therapy and consultation services to children in Socorro County who are at risk or have a developmental delay for the birth to three populations.

Socorro Consolidated Schools Provides services as the local education Agency for the communities of Socorro, Lemitar, and San Antonio. Socorro Consolidated Schools will participate in all Part C to B transitions for children turning (3) who are currently enrolled with the above Early Intervention agency.

Belen Public Schools Provides services as the local education Agency for the communities of Socorro, Veguita, and Belen. Belen Public Schools will participate in all Part C to B transitions for children turning (3) who are currently enrolled with the above Early Intervention agency.

Magdalena School District provides services as the local education agency (LEA) for both Magdalena Preschool and Alamo Navajo Early Childhood Center. As the Part B provider for these two communities, Magdalena Schools will participate in all Part C to Part B transitions for children, turning three (3) who are currently enrolled with the above early intervention agency.

New Mexico School for the Blind and Visually Impaired may provide supports and services for children and families within this community. This agency is involved in the transition process for children with visual impairments or at-risk of visual impairments, as appropriate.

New Mexico School for the Deaf may provide supports and services for children and families within this community. These agencies are full participants in this MOU and are involved in the transition process for children as appropriate in the following process. If a hearing loss is identified after the transition, the local education agency (LEA) will contact the appropriate agency (ies).

IV. DESCRIPTION OF SUPPORT AGENCIES

Alamo Navajo Early Childhood Center serves children 0-5 living in the community of Alamo on the Alamo Navajo reservation, including FACE, Early Head Start and Head Start classrooms.

Central Regional Educational Cooperative (CREC) #5 is the Regional Educational Cooperatives/Centers for Magdalena Municipal Schools which are members and receive technical assistance in the area of special education.

EPICS

EPICS provides advocacy support and services to families and children aged 0-26 years of age. This agency can also provide training to parents and professionals on Record Keeping, the IFSP Process, Advocacy, and Transition from Part C to B services.

Parents Reaching Out (PRO)

PRO provides ongoing support to families in Early Intervention who are transitioning from Part C to Part B. PRO will provide one on one support, training, and parent preparation for transition. PRO will work with EI providers and LEA's for a smooth transition for each family.

Socorro Early Childhood Center-Head Start & Early Head Start provides 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 funding source. Head Start will work with FIT service coordinators to assist families in the Head Start application process including reviewing developmental and financial eligibility requirements. This process may be scheduled prior to the 90-day Transition Conference in order to assure enrollment in Head Start.

CYFD assesses the safety of children and will refer families to appropriate service providers when necessary.

- regardless of the severity of their disability, who are birth to age 21 and are in need of special education and related services including children attending private schools and migrant or homeless children, are "identified, located and evaluated." Children who are suspected of being a child with a disability under [Sec. 300.8](#) and in need of special education, even though they are advancing from grade to grade and highly mobile children, including migrant children.

❖ **ECECD-Early Childhood Education and Care Department**

- **FIT-Family-Infant Toddler program (Part C programs)**
- **EI-Early Intervention program**
- **IFSP-Individualized Family Service Plan**
- **FSC-Family Service Coordinator**
- **DI-Developmental Instruction**

❖ **NMPED or PED-New Mexico Public Education Department**

- **MMSD - Magdalena Municipal School District**

- **SCSD** - Socorro Consolidated School District
 - **SEB**-Special Education Bureau
 - **LEA**-Local Education Agency (School District) (Part B programs)
 - **IEP**-Individualized Education Plan
 - **FAPE**-Free and Appropriate Public Education
 - **EDT**-Eligibility Determination Team
 - **NM TEAM Manual**-NM's guidance for eligibility determination under the IDEA
 - **STARS**-Student Teacher Accountability Reporting System
 - ❖ **Privacy Acts:**
 - **HIPAA**- Health Insurance Portability and Accountability Act
 - **FERPA**-Family Educational Rights and Privacy Act
- V. THE FOLLOWING ARE CONSIDERED TO BE THE WORKING PROCEDURES AND TIMELINES INCLUDING THE RESPONSIBILITIES OF THE INVOLVED AGENCIES IN THE TRANSITION PROC**

NOTIFICATION

- FIT providers must notify the LEA of children who reside in the LEA's educational jurisdiction and who are potentially eligible for Part B services. For this purpose, potentially eligible is considered those children eligible under the Part C's —established condition or —developmental delay category. The list should include children who will turn three within the next 12 months*.
- 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.

FIT PROVIDER

LEA

HEAD START

OTHER

<ul style="list-style-type: none"> ● The Early Intervention Program will provide the LEAs a list of children considered potentially eligible with a Developmental Delay/Established Condition for Part B services. ● This list will be provided to the appropriate LEA by the end of each month. ● The Early Intervention Program will electronically submit the <i>Notification List</i> 	<ul style="list-style-type: none"> ● If the ongoing notification list is not received by the last day of the month, the LEA will contact the appropriate EI agency. ● The LEA will use the Part C notification list for planning purposes. ● The LEA will not directly contact parents of children on this list at the time of initial notification. ● The LEA will acknowledge receipt of the referral to EI. 		<ul style="list-style-type: none"> ● Agencies will follow HIPAA or FERPA confidentiality requirements for the release of information according to each agency's policy. ● The LEA is responsible for requesting a meeting with the EI agencies if needed.
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<p>to child's LEA by the 15th of every month and obtain electronic receipt verification of person receiving the notification.</p> <ul style="list-style-type: none">● The information provided at the time of notification will include the child's first and last name, middle initial, date of birth, the LEA of residence and parent contact information.● If a child is considered a late referral (Late referral is defined as a child turning three between 45 and 90 days of the referral to Part C) the FIT Family Service Coordinator (FSC) will notify the LEA at the time the Transition Referral Form is sent to the LEA.	<p>providing an electronic read receipt back to Early Intervention Program.</p>		
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TRANSITION PLANNING

- Individualized steps and services added to the 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.

FIT PROVIDER

LEA

HEAD START

OTHER

<ul style="list-style-type: none"> • Beginning at the initial IFSP, and reviewed at 24 months each Early Intervention program, in conjunction with parents, 	<ul style="list-style-type: none"> • The LEAs will be available as requested to provide support and information to the Family Service Coordinators about the transition process. • LEA will make available to 	<ul style="list-style-type: none"> • The Family Supports Services Specialist/Health and Disabilities Coordinator will be available as requested to provide support and information to the Family 	<p><u>NMSD WILL:</u></p> <ul style="list-style-type: none"> • 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 and
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<p>will develop a plan for transition for all children receiving services through Part C.</p> <p>The Family Service Coordinator will:</p> <ul style="list-style-type: none"> ● Identify and document the specific steps and actions that will support the child and family through the transition process as noted on the Transition Plan page of the IFSP. ● Assure all individualized steps and actions including the following are documented on the Transition Plan and in the IFSP. ● Consider the parent(s) needs for childcare in the transition planning process. ● Utilize all available resources to ensure that parents are fully informed about the state statutes regarding when their child can transition. This includes communicating in family friendly language, using interpreters for other languages or modes of 	<p>Family Service Coordinators and potentially eligible families the ability to schedule a visit to the LEA's 3Y program to assist families in making informed decisions of where to transition.</p>	<p>Service Coordinators about the transition process.</p> <ul style="list-style-type: none"> ● The Family Supports Services Specialist/Health and Disabilities Coordinator will make available to Family Service Coordinators and potentially eligible families site and classroom visits to assist families to making informed decisions of where to transition. ● Provide a comprehensive overview of the transition process and provide information about services to families, including Early Head Start/Head Start eligibility and enrollment information. ● Follow the Early Head Start and Head Start transition plan as it pertains to staff responsibilities. 	<p>support attainment of outcomes and goals contained in the IFSP/IEP.</p> <ul style="list-style-type: none"> ● Provide a comprehensive overview of the transition process and provide information on services to families, including eligibility and enrollment information. <p><u>NMSBVI WILL:</u></p> <ul style="list-style-type: none"> ● Provide information to parents and/or guardians of children who are eligible to transition regarding options for services. ● Coordinate transition information/efforts with other service providers. ● Participate, when invited, in transition conferences/meetings and help the team and family consider placement options and adaptations that may be needed. ● EPICS and PRO parent centers will be available to provide free learning opportunities for families to ensure their rights
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communication as
needed, and taking
sufficient time
to build a clear

understanding about the options.

- If the child is potentially eligible for Part B services, the Family Service Coordinator will deliver/mail a Transition Referral Form to the Local Education Agency (LEA) at least 60 days prior to the Transition Conference, and if possible, 6 months prior to the child's third birthday with parent consent.
- For late referrals (i.e., a child who is less than 90 days but more than 45 days before his/her 3rd birthday), the family service coordinator will discuss the process for transition with the family during the initial IFSP process.
- If a parent refuses the referral to Part B, the Family Service Coordinator will assure the family is fully informed and will provide the parent(s) with prior written notice that Part C services will end at the time of their child's 3rd birthday. The Family

Service Coordinator will
provide information
about
Child Find.

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.

FIT PROVIDER

LEA

HEAD START

OTHER

<ul style="list-style-type: none"> • With parent consent, the Family Service Coordinator will coordinate the completion and electronic submission of the Transition Referral Form to the LEA at least 60 days prior to the Transition Conference and if possible six (6) months prior to the child's third birthday. • In the case of a child who turns 3 during the summer, FIT providers will make an effort to schedule the transition conferences early enough that the LEA 	<ul style="list-style-type: none"> • SCS and MMS Special Education Director, Coordinator or designee will receive the Transition Referral Form confirming receipt by signature or electronic read receipt of all referrals including late referrals. • LEA will remind Early Intervention providers to schedule transition conferences prior to the end of the school year, due to the difficulty of school staff attending conferences during the summer. 	<ul style="list-style-type: none"> • Provide a comprehensive overview of the transition process and provide information about services to families, including Early Head Start/Head Start eligibility and enrollment information. • Follow the Early Head Start and Head Start transition plan as it pertains to staff responsibilities. 	
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<p>will have time to evaluate and hold an IEP by the end of May. Transition conferences held in March will make this possible.</p> <ul style="list-style-type: none"> • For late referrals to FIT (i.e., a child who is less than 90 days but more than 45 days before his/her 3rd birthday), the FIT provider will contact LEA as soon as the Part C agency has determined the child is potentially eligible for Part B services to refer check box on TRF • If a parent refuses the referral to Part B, the Family Service Coordinator will assure the family is fully informed and will provide the parent(s) with prior written notice that Part C services will end at the time of their child's 3rd birthday. The Family Service Coordinator will provide information about Child Find. 	<ul style="list-style-type: none"> • Transition conferences held during the summer will be processed by the few staff the LEA has available for the summer. • Late referrals from FIT providers will be processed as quickly as possible to strive to ensure a timely provision of Part B services • If a late referral is received from Part C, the LEA will enter the date of the late referral in the STARS database, along with the appropriate corresponding reason for the lateness. • MMS and SCS will provide the EI agency with summer contact information in order to schedule transition conferences during summer months. 		
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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.

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.

FIT PROVIDER	LEA	HEAD START	OTHER
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<ul style="list-style-type: none">• The Family Service Coordinator (FSC) will work with the family, the LEA, and other key providers to	<ul style="list-style-type: none">• Work with the FIT Program FSC to determine a date for the Transition Conference.		
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<p>determine a date for the Transition Conference. The Conference should be scheduled earlier than 90 days before the child's third birthday as this is the minimal timeline. The Transition Conference must be no sooner than nine months before nor later than 90-days prior to the child's third birthday per DDSD-FIT Regulations.</p> <ul style="list-style-type: none"> ● If the child is potentially eligible for Part B services through the local education agency (LEA), then the LEA representatives will be invited to Participate in the Transition Conference. ● Provide Prior Written Notice of the Transition Conference. ● The FSC will submit a Transition Referral Form to the LEA at least 60-days prior the Transition Conference, and, if possible, 6-months prior to the child's third birthday. ● With Parental consent, the FSC will coordinate the completion and submission of the Transition Assessment 	<ul style="list-style-type: none"> ● Review information submitted in the Transition Assessment Form in order to determine who will attend the Transition Conference from Part B. ● If the FIT Program fails to schedule the Transition Conference 90-days prior to the child's third birthday, the LEA should document the information in STARS. ● The MMSD and SCS Transition Contact person will attend the transition meeting, schedule all necessary arrangements for Part B evaluations, and ensure that the MET and IEP meetings are scheduled to occur before the child's third birthday, even in the Summer months before the school year begins 		
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Form utilizing current
assessment information to

<p>the LEA at least 30-days prior to the Transition Conference.</p> <ul style="list-style-type: none">● All pertinent assessment, evaluation reports, IFSP's and other information that may support Part B eligibility determination are to be included with the Transition Assessment Summary Form submission. This includes only the information originating/generated by the FIT Program.● When the Transition Conference is scheduled the FSC will send the transition invitation to the LEA, the parent/guardian, Head Start and/or any other providers at the parents' request including NMSBVI and NMSD. The invitation will be sent at least 30-days prior to the date of the Transition Conference.● In the case of a child who turns 3 during the summer, FIT providers will make an effort to schedule the transition conferences early enough that the LEA will have			
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time to evaluate and hold
an IEP by the end of
May. Transition
conferences

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<p>held in March will make this possible.</p> <ul style="list-style-type: none">● The FIT Program will provide LEA with notification on all children who are late referrals (120 to 90-days or less from 3rd BD) who are or could be eligible for Part B services.● If a child is referred and found eligible for Part C services in the summer, and will turn 3 before school starts in August, the Part C provider will notify the MMS and SCS Transition Contact person immediately, and invite him/her to a transition meeting.			
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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

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.

FIT PROVIDER	LEA	HEAD START	OTHER
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<ul style="list-style-type: none"> ● The Service Coordinator will (with the approval of the parent(s)) 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 third birthday. 	<ul style="list-style-type: none"> ● MMSD OR SCSD will participate in the Transition Conference arranged by the designated early intervention provider. ● If a child is referred and found eligible for Part C services in the summer, and will turn 3 before 	<ul style="list-style-type: none"> ● Attend Transition Conference if Head Start is being considered as an option ● Review developmental information and financial/application process with family. 	<p>NMSD will:</p> <ul style="list-style-type: none"> ● Contact the local LEA through its Joint Power's Agreements to collaboratively consider placement options and participate in and conduct IFSP/IEP meetings. ● Participate in the Transition Conference and, if acting as FIT
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<ul style="list-style-type: none"> ● If the child is potentially eligible for Part B preschool services through the local education agency (LEA), then the LEA representatives must be invited to participate in the Transition Conference. The invitation will be sent at least 30 days prior to the Transition Conference. ● With approval of the parents, other relevant service providers should also be invited (Head Start, childcare providers, etc.). ● The family's service coordinator shall facilitate this meeting to ensure the following: <ol style="list-style-type: none"> 1. Review the child's service and program options. 2. Review the IFSP, evaluation, assessment information, and other relevant and current data/information. 3. Decide what other 	<p>school starts in August, the MMSD Transition Contact person will attend the transition meeting, schedule all necessary arrangements for Part B evaluations, and ensure that the EDT and IEP meetings are scheduled to occur before the child's third birthday.</p> <ul style="list-style-type: none"> ● MMSD OR SCSD will provide the parents a copy of the procedural safeguards under the IDEA, written in their native language when possible, and will review these safeguards with the family. ● MMSD OR SCSD, along with the family will review any existing data, including the IFSP, evaluations, and information provided by parents or other available data to determine what further information or evaluation may be needed to determine eligibility. This will be documented on the Review of Existing 	<ul style="list-style-type: none"> ● Provide family with information about the Head Start program. ● Provide information about services and answer questions. 	<p>Service Coordinator, facilitate that conference per FIT regulations.</p> <ul style="list-style-type: none"> ● Support each family in acquiring a comprehensive and current evaluation including audiological prior to transition. ● Support the Transition team by providing consultation related to Special Considerations for Children who are Deaf or Hard-of-Hearing as mandated by IDEA at the Transition Conference and IEP meeting. ● Provide referral to the NMSD Outreach School Age Consultation Program to the receiving LEA, Head Start, or other placement agency if placement is other than NMSD Preschool. <p>New Mexico School for the Blind & Visually Impaired will:</p> <ul style="list-style-type: none"> ● Provide information to parents/guardian of children who are eligible to transition regarding options for services ● Coordinate transition information/efforts with other service providers ● Support each family's efforts to have a current ophthalmologic report prior to transition ● Provide current assessment information, recommendations, and consultation as needed to the receiving program.
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<p>activities need to be completed before the child transitions (including</p>	<p>Evaluation Data (REED) form.</p> <ul style="list-style-type: none">● The Evaluation date will be scheduled and		
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<p>enrollment; immunizations; transportation or medical needs, etc.</p> <ul style="list-style-type: none"> • The Family Service Coordinator shall document all outcomes and decisions of the Transition Conference in the IFSP. • If a parent refuses to sign consent for determination of eligibility for Part B the Family Service Coordinator will assure the family is fully informed and will provide the parent(s) with prior written notice that Part C services will end at the time of their child's 3rd birthday. The Family Service Coordinator will provide information about Child Find. 	<p>completed within 60 days of parental consent.</p> <ul style="list-style-type: none"> • MMSD OR SCS will schedule a date at least 2 weeks prior to the child's third birthday for the Eligibility Determination Team meeting, to determine possible eligibility under Part B of the IDEA. • In the case of a child with a hearing loss, and in accordance with DOH procedure and with parent consent, LEA will contact an NMSD Early Intervention Regional Supervisors for technical assistance during the transition conference in discussing communication considerations and the continuum of educational options. • When possible, at the Transition Conference the LEA will obtain informed parental consent to conduct an initial evaluation. • If parent consent is not 		<ul style="list-style-type: none"> • Participate, when invited in transition conferences/meetings and help the team and family consider placement options and adaptations that may be needed • Participate with parent permission and provide current functional vision assessment or determine if further vision assessment is needed
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	<p>obtained at the transition conference the LEA in collaboration with the FIT provider will make reasonable attempts to</p>		
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	<p>obtain consent in order to determine eligibility by the child's third birthday.</p> <ul style="list-style-type: none">● If family needs additional time to proceed with the process, LEA will discuss the state-required timeline and considerations thereof.● In the event that a parent decides not to pursue the recommended evaluation, the LEA will obtain documentation of formal refusal to evaluate, NOTE: The LEA will document such refusal for evaluation in STARS.● Parents who decide not to proceed with eligibility determination for Part B should be given contact information for the LEA through the Child Find process for future evaluation, if needed. (move to eligibility section)		
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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

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.

FIT PROVIDER

LEA

HEAD START

OTHER

	<ul style="list-style-type: none">• The LEA is responsible for obtaining written informed parental consent and		<p><u>NMSD WILL:</u></p> <ul style="list-style-type: none">• Provide current information regarding present levels of performance and
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conducting the evaluation within 60 days to determine if the child is a child with a disability and if the child requires special education and related services to benefit from the education program.

- Prior to conducting evaluations to determine eligibility, the LEA team will review any existing data, including evaluations and information provided by parents and the FIT Program, assessments, and teacher observations.
- The LEA may consider the assessments that the FIT Providers have provided, including information on the Transition Assessment Summary Form if the assessment was given no more than 6 months from the date of the MET. Specific evaluations considered necessary for determining eligibility but not available from the FIT Provider are the responsibility of the LEA to complete, including hearing and vision.

relevant assessment information to be used in eligibility determination and programming design

- Provide consultation regarding appropriate assessment/evaluation for children with hearing loss

NMSBVI WILL:

- Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination and programming design.
- In the event that a child has a vision impairment or hearing loss, the LEA may contact NMSD and/or NMSBVI for consultation and assistance with evaluation.

	<p>Hearing and vision screening should be current within one year.</p>		
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| | <ul style="list-style-type: none">● The LEA will gather and document parental input along with other information obtained by the parents at the Transition Conference Meeting.● If the LEA has determined that sufficient data exist and that no additional data are needed, it is not necessary for LEA evaluation teams to perform additional assessments as part of the initial evaluation process, if the instruments and procedures used by the FIT program meet the requirements in IDEA 324 CFR 300.● The LEA will draw information from a variety of sources such as parent input, teacher recommendations as well as information about the child's physical condition, social or cultural background, and adaptive behavior.● LEA Child Find Team will conduct any needed evaluations to determine eligibility for IDEA Part B | | |
|--|--|--|--|

	<p>service. LEA will conduct evaluation in the child's home language or mode of</p>		
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	<p>communication within 60 days of parental consent.</p> <ul style="list-style-type: none">● LEA will notify parent in writing of date, time and location of EDT meeting. LEA will invite FIT provider to eligibility determination meeting once parental consent is obtained to do so.● LEA Child Find representatives will enter consent for evaluation date into STARS regardless of eligibility, including those whose parents choose for them not to receive services or those families who choose for their child to remain in Part C.● LEA will contact NMSBVI and/or NMSD when necessary to obtain information as needed for the comprehensive evaluation.● The LEA will inform the family of their right to have other individuals at the IEP meeting. <p>The LEA will invite the Part C agency to the eligibility</p>		
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	determination meeting with consent of the family.		
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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.)

FIT PROVIDER	LEA	HEAD START	OTHER
<ul style="list-style-type: none"> ● If a referral is received less than 45 days before the child turns three at the time of referral, the early intervention provider agency will not complete an 	<ul style="list-style-type: none"> ● A team of qualified professionals, including the parents, determines whether the child meets the New Mexico Part B eligibility requirements. 	<ul style="list-style-type: none"> ● If the family selects Head Start, Head Start staff will meet with the family to complete all necessary paperwork. ● Provide appropriate services for Head Start 	

<p>eligibility and will assist the family with a referral to Part B Preschool Special Education and other preschool programs as appropriate.</p> <ul style="list-style-type: none"> ● If a child is found to not be eligible for Part B services and continues to be eligible for Part C services the child and family will be supported in transition into the community or home by exploring community options. 	<ul style="list-style-type: none"> ● The LEA will use the state- recommended evaluation worksheet found in the Technical Evaluation and Assessment Manual. ● LEA Child Find Team, which includes the family, will conduct meeting to determine eligibility (EDT meeting) for Part B services. Parent and FIT providers (with parental consent) will be given copies of eligibility determination report and evaluation report. ● Assist FIT service coordinator/ case manager in identifying other available resources for families whose children do not meet eligibility requirements under IDEA, Part B. ● Meet to review data from the evaluation process, and ● Determine if the child is a child with a disability, based on the three criteria in the Part B eligibility requirements: <ul style="list-style-type: none"> (1) the child's disability meets the definition of one of the 13 school-age 	<p>children. The eligible or did not meet IDEA Part B services, but do qualify according to Head Start Regulations.</p> <ul style="list-style-type: none"> ● Work together with the local FIT providers and/or LEA to best meet the needs of children and families in their communities. ● If child is to receive special education services provided by the LEA at the Head Start, Head Start will attend IEP as requested by parent. 	
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	categories* or Developmental Delay* under Part B;		
evaluation to determine			

	<p>(2) the child's disability adversely affects his educational performance; And;</p> <p>(3) the child needs special education or special education and related services in order to access and progress in age appropriate activities and in the general education environment.</p> <ul style="list-style-type: none">• The LEA provides a copy of the evaluation report to the family at the eligibility determination meeting.• The LEA will provide the FIT program a copy of the eligibility determination form.		
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**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.

FIT PROVIDER

LEA

HEAD START

OTHER

<ul style="list-style-type: none"> ● Participate, with parent/guardian permission, in the development of IFSP/IEPs (Individual Family Service Plan / Individualized Education Plan). 	<ul style="list-style-type: none"> ● Designated LEA representative will schedule, notify parent and other IFSP team members in writing of date, time and location of the IEP meeting. With parent's consent, the LEA designated representative will send an invitation to Part C representative and/or representatives of other agencies, including Head Start, for children who are dually enrolled. ● Designated LEA representative will provide a copy of the Procedural Safeguards to the parents during the IEP meeting. ● The IEP will be written to begin services on the first school day following the child's third birthday. 	<ul style="list-style-type: none"> ● Appropriate agency representatives from Head Start shall be in attendance at the IEP meeting. ● Head Start will assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their child's education. ● If the child is to attend Head Start, with parental consent, Head Start will receive a copy of the IEP. ● Assure that services for infants, toddlers and preschoolers with developmental delays or special needs support the attainment of the expected outcomes contained in their IFSP/IEP. 	<p>NMSBVI WILL:</p> <ul style="list-style-type: none"> ● NMSBVI Early Childhood Program or Outreach staff will attend the IFSP/IEP meeting and provide a current functional vision assessment or determine if further vision assessment is needed, assist in setting goals and objectives, provide suggestions for environmental modifications, and provide recommendations for level of service. <p>NMSD will:</p> <ul style="list-style-type: none"> ● Early Intervention program or outreach staff will attend IFSP/IEP meeting to assist in the development of goals, objectives and classroom modifications for children who are deaf or hard of hearing. ● NMSD will also provide current assessment information for a child who has been participating in the Part C Program to help determine eligibility and program options.
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	<ul style="list-style-type: none"> ● If Child turns 3 in the summer, eligibility and IEP meetings should be conducted before staff leave for summer break. 	<ul style="list-style-type: none"> ● Head Start will coordinate with Part B to assist in transition to kindergarten. 	
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IX. DURATION

This agreement will be effective when signed by all primary parties involved, and remain in effect for a period of 4 years or until such time SCOTS determines the MOU needs changes or revisions in accordance with the section relating to “Monitoring and Evaluation of the Agreement” of this MOU.

VI. IMPLEMENTATION OF AGREEMENT

All agencies participating in this agreement will support their staff in implementation of this agreement.

VII. MONITORING AND EVALUATION OF THE AGREEMENT

The Socorro County Transition Team will meet quarterly. At least once per year the Transition Team will review and evaluate the effectiveness of the MOU and collaborative efforts related to this process. If no changes are made or required, the date of review will be noted in meeting minutes. If at any time, it is determined this MOU requires revision, the team may decide to replace the MOU in its entirety or determine the changes will be identified as an addendum and attached to the MOU. When changes occur within programs that result in a change of team members the Team Member page will be updated, dated with the date when it was updated and attached to the MOU.

The SCOTS transition team will convene a meeting of stakeholders at least once each year to review and evaluate the effectiveness of the MOU and collaborative efforts related to this process. If there are no changes identified needed to the MOU the date of review will be noted in meeting minutes.

INTERAGENCY DISPUTE PROCESS

In the event of a dispute or concerns relating to the MOU and/or transition process, all cooperating agencies agree to contact specific agency in which the concern arises in 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 quarterly SCOTS Meetings. If a dispute cannot be resolved by the MOU team members, the team agrees that the lead representative from the NM Early Childhood Transition Initiative will be contacted for guidance.

X.

XI. CONFIDENTIALITY

All parties in this agreement will follow the confidentiality regulations set forth by each party's policies and regulations. Assure that the privacy requirements for handling confidential, child and family information contained in HIPAA (Health Insurance Portability and Accountability Act) and FERPA (Family Education Rights and Privacy Act) are followed.

XII. PUBLIC AWARENESS

The signees agree to meet at least quarterly throughout the year to plan and coordinate efforts that facilitate early identification

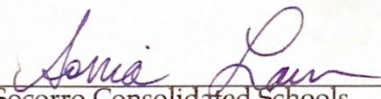
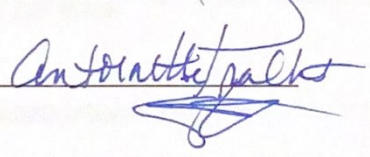
IN WITNESS WHEREOF, the following signatures are affixed:

 Transition Coordinator
Positive Outcomes/ Alberta House

March 9, 2022
Date

Elevate Early Intervention

Date

 Socorro Consolidated Schools 

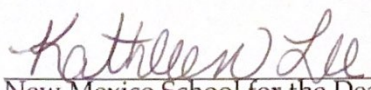
March 9, 2022
~~February~~
Date

Belen Consolidated Schools

Date

Magdalena Municipal Schools

Date

 Kathleen Lee
New Mexico School for the Deaf

March 9, 2022
Date

New Mexico School for the Blind & Visually Impaired

Date

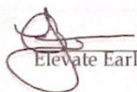
IN WITNESS WHEREOF, the following signatures are affixed:

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. Assure that a person in authority from the agency is signing the agreement. The agreement can be signed at a meeting with the agencies involved.

Positive Outcomes/Alberta House _____

_____ Date

 _____
Elevate Early Intervention

3/9/22
_____ Date

Socorro Consolidated Schools _____

_____ Date

Belen Consolidated Schools _____

_____ Date

IN WITNESS WHEREOF, the following signatures are affixed:

Positive Outcomes/ Alberta House

Date

Elevate Early Intervention

Date

Socorro Consolidated Schools

Date



Belen Consolidated Schools

4-14-22

Date

Magdalena Municipal Schools

Date

New Mexico School for the Deaf

Date

New Mexico School for the Blind & Visually Impaired

Date

IN WITNESS WHEREOF, the following signatures are affixed:

Positive Outcomes/Alberta House

Date

Elevate Early Intervention

Date

Socorro Consolidated Schools

Date

Belen Consolidated Schools

Date

Dr. Steven Hauer

Magdalena Municipal Schools

03/10/2022

Date

New Mexico School for the Deaf

Date

New Mexico School for the Blind & Visually Impaired

Date

IN WITNESS WHEREOF, the following signatures are affixed:

Positive Outcomes/ Alberta House

Date

Elevate Early Intervention

Date

Socorro Consolidated Schools

Date

Belen Consolidated Schools

Date

Magdalena Municipal Schools

Date

New Mexico School for the Deaf

Date

MSDSVI

New Mexico School for the Blind & Visually Impaired

5/24/22

Date

IN WITNESS WHEREOF, the following signatures are affixed:

Olivia Nelson, Center Director
Socorro Early Childhood Development Center

3-9-2022
Date

Dominique Mantiez, Center Director
Alberta Academy Preschool.

3-9-2022
Date

_____ Date

_____ Date

_____ Date

_____ Date

_____ Date