

# **MEMORANDUM OF UNDERSTANDING**

By and Between

**Silver Consolidated School District**

**Cobre Consolidated School District**

**New Mexico School for the Deaf**

**New Mexico School for the Blind and Visually Impaired**

**WNMU Early Childhood Programs**

**Amplified Therapy**

**Parents Reaching Out**

**TEAM MEMBER**  
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## *Purpose*

The purpose of this agreement is to facilitate the integration and coordination of services to eligible children birth through five (5) years of age. The intent of the Grant County Bridge Builder's Transition Team is to integrate the activities of education and development services to provide a continuum of services that will meet the needs of all students with developmental delays. The integrated continuum of services will:

- Assure that all children with developmental delays and established conditions as defined by the Individuals with Disabilities Education Act (IDEA), Part C and Part B, receive appropriate and necessary services;
- Coordinate services to children with developmental delays and established conditions so as to maximize learner outcomes and provide for a successful transition to appropriate agencies;
- Formalize referral procedures to appropriate agencies to ensure children with developmental delays and established conditions are provided opportunities for services within the required timelines;
- Ensure joint transition planning of the Individual Family Service Plans (IFSP) and Individual Education Plans (IEP) for each child with developmental delays eligible for services from the agencies of this memorandum.
- Use this document to assess personnel and families to understand the transition process for Grant County.

## *Goals*

The goals of this group are:

- To ensure the uninterrupted provision of appropriate services which promote a seamless system of transitioning for children with developmental delays and established conditions birth through five (5) years of age;
- To collaborate in a continuing effort to provide a coordinated service system, within the available resources, flexible enough to meet the needs of all children with special needs.

## *Responsibilities*

Silver Consolidated Schools, Cobre Consolidated Schools, WNMU Early Childhood Programs and Amplified Therapy agree to cooperate in providing transition services to children with identified special needs, in order to assure the child's timely entry into appropriate services. It is mutually agreed that the following steps and procedures will be utilized to accomplish the goal. The Grant County Bridge Builder's Transition Team will:

- Meet at least quarterly to discuss services and resources available and make this information available to each other and to families;
- Collaborate to plan and implement Child Find/Screening procedures for the identification of children who may qualify for services. This collaboration process will ensure that activities are not duplicative;
- Provide families with information, resources, training and support to assist them in making informed decisions;
- Support inclusive practices that are culturally and linguistically appropriate;
- Obtain informed written parental consent prior to any exchange of personally identifiable information;
- Follow the formalized referral procedures and timelines;
- Agree that the determination of eligibility is a decision to be made according to the criteria for each program;
- Insure that any changes to procedures, timelines, processes and eligibility criteria will be communicated to all parties in a timely manner.
- Inform service providers within their agencies about this Memorandum of Understanding
- Inform each other about upcoming training opportunities and, when appropriate, conduct joint in-service and staff development planning at the local level.
- Ensure that new staff is trained in the transition policies and procedures of this MOU.

## *Objectives:*

- Assure that children with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) Parts B & C and children with or at risk for developmental delay or the community receive appropriate and necessary services.
- Maximize education, health, and developmental outcomes for families whose children have special needs.
- Support families to be equal partners and informed decision makers in the education and transition process.
- Provide for smooth and effective transitions between, among and within agencies.
- Provide services that are culturally relevant and linguistically appropriate.
- Convene a meeting of stakeholders may include parents/guardians, at least annually or as needed to review and evaluate the effectiveness of collaborative efforts related to this process.
- Collaborate with community agencies to provide maximum overall support for children and families.

## **I. DESCRIPTION OF THE INVOLVED AGENCIES**

**Silver Consolidated School District (SCSD)/ Cobre Consolidated Schools (CCS):** Are the Local LEA for the community respite within this MOU. They provide special education, supports and services to children who are identified as eligible for Special Education under IDEA regulations. Each district participates on the Bridge Builders Transition Team and support the implementation of this agreement.

**WNMU Early Childhood Programs:** provides comprehensive early childhood services to children 8 weeks to 5 years and their families. They are a nationally accredited through NAEYC.

**New Mexico School for the Deaf (NMSD):** provides for the unique needs of children and students who are deaf/hard of hearing, their families, and professional partners by providing a comprehensive array of school and statewide programs.

**New Mexico School for the Blind and Visually Impaired Infant Toddler Program (NMSBVI):** provides vision support services to children, birth through three, who have a diagnosed vision impairment or who are at “risk” for receiving a visual impairment diagnosis.

**Parents Reaching Out (PRO):** state wide nonprofit that supports families of children birth through 26 years of age. Provides information, resources and support to help families understand early intervention, education and health care services.

**Amplified Therapy:** provides early intervention services to infants/toddlers, and families of infants/toddlers who have or are at risk for developmental delays in Grant, Luna, Hidalgo, and Catron Counties.

**II. RESPONSIBILITIES IN TRANSITION PROCESS**

<b>NOTIFICATION</b>			
<p><b>NOTIFICATION:</b> 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*</p>			
<p><b>NMAC 7.30.8.13 TRANSITION (B)</b> In a timely manner, the early intervention provider shall notify the local education agency of children that reside in the geographic area served by the LEA that may be eligible for preschool special education services.</p> <p><b>NMAC 6.31.2.11 (A) (4) (a)</b> Each LEA shall survey Part C programs within its <b>educational</b> 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.</p>			
<b>AMPLIFIED THERAPY</b>	<b>LEA</b>	<b>WNMU</b>	<b>OTHER</b>
<ul style="list-style-type: none"> <li>▪ Amplified Therapy will notify the Silver Consolidated Schools and Cobre Consolidated School Districts (LEA’s) quarterly of all eligible children who will be turning 3 years old in the following 12 month period. This notification will include children who are potentially eligible for preschool special education services under IDEA Part B. Potentially eligible children are those children who are eligible under the developmental delay or established condition categories</li> <li>▪ The Notification List will be compiled by the Director or designee quarterly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Silver Consolidated Schools and Cobre Consolidated School Districts will verify receipt of the on-going notification list of those children eligible for early intervention services under the categories of Developmental Delay or Established Condition.</li> <li>▪ Silver and Cobre Consolidated School Districts understand the notification is information only to support the schools in being aware of potentially eligible children and to also anticipate transition</li> </ul>		

<ul style="list-style-type: none"><li>▪The Notification will list all eligible children who will be turning 3 years old in the following 12 month period.</li><li>▪The Notification List will be emailed when available.</li><li>▪The Notification List will be hand delivered or emailed with a cover letter by Amplified Therapy or designee.</li><li>▪ The Notification List will be on-going and contain the following information:<ul style="list-style-type: none"><li>*Child’s full name and Date of Birth</li><li>*Parent or Guardian full name</li><li>*Current contact information of the Parent or guardian</li></ul></li><li>▪Amplified Therapy will also maintain in the child’s file a record that there has been a disclosure to the appropriate district.</li><li>▪Families will be made fully informed of their options</li><li>▪When Amplified Therapy receives a late referral (a late referral is considered to be any child turning three in less than 90 days or turning three in the months March through August) which would not allow for optimal notification to SCCS and Cobre Schools<ul style="list-style-type: none"><li>*Amplified Therapy will check the appropriate box on the LEA Transition Checklist, which indicates a late referral.</li></ul></li></ul>	<p>conferences. Districts will not contact families directly.</p> <ul style="list-style-type: none"><li>▪The Special Education Secretaries or his/her designee will sign the cover letter acknowledging receipt.</li><li>▪Silver and Cobre Consolidated School Districts will protect this information as educational records under FERPA in a manner that will not permit personal identification of Part C children and their parents to anyone other than the LEA.</li><li>▪Silver and Cobre Consolidated School Districts will verify receipt of notification letter of children considered to be a late referral.</li></ul>		
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<p>*The child's information will be added to the next Notification List noting "In process" if eligibility determination is not complete.</p>			
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## **TRANSITION PLANNING**

**TRANSITION PLANNING: By 24 months of age, but at least 6 months prior to the beginning of the school year in which the child turns three, the family service coordinator meets 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.**

### **NMAC 7.30.8.13**

**A.** Transition planning shall begin early enough to allow the parents to exercise all their rights under state and federal statutes and regulations. Transition planning must be undertaken for each child and family at least 6 months before the child is eligible to transition from early intervention services. Transition planning shall be a process involving meeting(s) and progressive steps toward the smooth and effective transitioning of each child and family.

**B.** In a timely manner, the early intervention provider shall notify the local education agency of children that reside in the geographic area served by the LEA that may be eligible for preschool special education services.

**C.** Steps/actions shall be identified and included in the IFSP that support the child and family and ensure a smooth and effective transition. With involvement of the parents, such steps/actions shall include, at a minimum:

1. Discussions with the parents regarding future program/service options to include preschool special education services and other community services that may be available and appropriate; representatives from these programs and services shall be included in these discussions to ensure an informed decision;
2. Preparing the child and family for the changes and adjustments to a new setting;
3. With parental consent and in accordance with regulation, the transmission of information, including evaluation and assessment information and copies of IFSPs to ensure continuity of services.
4. Assisting parents/families to develop the skills and acquire the information needed for continued advocacy of their child's needs.

AMPLIFIED THERAPY	LEA	WNMU	OTHER
<p>By 24 months of age, but at least 6 months prior to the child’s third birthday:</p> <ul style="list-style-type: none"> <li>▪ The Family Service Coordinator shall ensure that the family is fully aware of the array of service and program options available under Part B including home, daycare centers, head start programs, schools or community-based settings.</li> <li>▪ The Family Service Coordinator will consider the parent(s) needs for child care in the transition planning process.</li> <li>▪ Family Service Coordinator meets 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</li> <li>▪ During transition planning should a family desire to visit a preschool program in the Silver or Cobre Consolidated School District:</li> <li>▪ The family’s Family Service Coordinator will make the request through the Silver or Cobre</li> </ul>	<ul style="list-style-type: none"> <li>▪ Silver and Cobre Consolidated School Districts will routinely communicate with FIT providers about public school programs, activities, and resources.</li> <li>▪ Silver and Cobre Consolidated School Districts will coordinate with Amplified Therapy to allow parents to learn more about services available through school districts and support parent and family involvement in the transition planning process.</li> <li>▪ Silver and Cobre Consolidated School Districts will be responsive to reasonable requests by Amplified Therapy and families for information and opportunities to meet with school personnel, visit school programs and tour facilities.</li> <li>▪ Silver and Cobre Consolidated School Districts will coordinate with early intervention providers to facilitate visits by families to classrooms and/or learn about services provided by the school district.</li> <li>▪ As needed the SCSD and Cobre Consolidated School District Special Education Director will meet with the Amplified Therapy</li> </ul>	<p><b>WNMU Early Childhood Programs will:</b></p> <ul style="list-style-type: none"> <li>▪ Make appropriate referrals to Silver and Cobre Consolidated Schools and Amplified Therapy for children who may qualify for Special Education or Early Intervention services but are not presently receiving them.</li> <li>▪ Facilitate visits and guided tours for families.</li> </ul>	<p><b>(NMSD) &amp; (NMSBVI) will:</b></p> <ul style="list-style-type: none"> <li>▪ Participate, when invited, in transition conferences/meetings and help the team and family consider placement options and adaptations that may be needed.</li> <li>▪ Provide a current Transition Functional Vision Evaluation.</li> <li>▪ Support each family in acquiring a comprehensive and current evaluation including audiological/opthalmological prior to transition.</li> <li>▪ Participate in transition planning meetings and help the team and family consider placement options and adaptations that may be needed.</li> <li>▪ Complete the form for Considerations for a Student who is Blind or Visually Impaired (from IDEA-B) for consideration of Braille.</li> <li>▪ Participate with LEAs to best meet the needs of children who are deaf or hard of hearing in the community</li> </ul>

<p>Consolidated School District Directors of Special Education.</p> <ul style="list-style-type: none"><li>▪The Family Service Coordinator will review and provide the family, “on the day of the visit” a copy the information fully with the family including maintaining confidentiality.</li><li>▪The family’s Family Service Coordinator or other program staff will remain with the family during the onsite visit, if so desired, to support the family and Silver or Cobre staff person providing the tour.</li><li>▪As needed, the Amplified Therapy Coordinator will meet with the Special Education Directors of each district to support continuous improvement of on-site visits.</li></ul>	<p>Coordinator to discuss continuous improvement of on-site visits.</p> <ul style="list-style-type: none"><li>▪Tours for SCSD will be conducted at the convenience of the parent.</li><li>▪Tours for CCSD are conducted at the time of the transition conference.</li></ul>		<p>and support attainment of outcomes and goals contained in the IFSP/IEP.</p> <p><b>PRO will:</b></p> <ul style="list-style-type: none"><li>▪ Provide on-going support to families for transitioning</li><li>▪ Provide one-on-one support, training, and parent preparation for transition</li><li>▪ Work with EI provider and LEAs</li></ul>
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**REFERRAL TO LEA**

**REFERRAL TO LEA:** The Transition Referral Form should be sent at least 60 days prior to the Transition Conference, and if possible at least six months prior to the child’s third birthday. To support the use of Part C information in determining Part B eligibility, the FIT Transition Assessment Summary Form will be completed and sent to the LEA at least 30 days prior to the Transition Conference.

**NMAC 7.30.8.13 TRANSITION (B)** In a timely manner, the early intervention provider shall notify the local education agency of children that reside in the geographic area served by the LEA that may be eligible for preschool special education services.

**NMAC 6.31.2.11 (A) (4) (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.

<b>AMPLIFIED THERAPY</b>	<b>LEA</b>	<b>WNMU</b>	<b>OTHER</b>
<ul style="list-style-type: none"> <li>▪The Family Service Coordinator, with parental permission, will complete and submit the State Transition Referral Form to the LEA.</li> <li>▪The Family Service Coordinator will submit a Transition Referral Form to Silver and Cobre Consolidated School Districts at least 60 days prior to the Transition Conference, and if possible six months prior to the child’s third birthday for all children eligible for Part C under: a) Established Condition or b) Developmental Delay. Children eligible under the “at risk” categories may be referred</li> </ul>	<ul style="list-style-type: none"> <li>▪Upon receipt of the referral form, the Silver and Cobre Consolidated School Districts staff will record the date of the written referral into the STARS database.</li> <li>▪The Special Education Secretaries will receive the Transition Referral Form and will sign the confirmation receipt.</li> <li>▪Silver and Cobre Consolidated School Districts staff will document the date of a late referral in the STARS database and the corresponding noncompliance reason code. These children would not be included in the APR indicators or B12.</li> </ul>	<p><b>WNMU Early Childhood Programs will:</b></p> <ul style="list-style-type: none"> <li>▪Make appropriate referrals to Silver and Cobre Consolidated Schools and Amplified Therapy for children who may qualify for Special Education or Early Intervention services but are not presently receiving them.</li> <li>▪Facilitate visits and guided tours for families.</li> <li>▪Ensure each referral is valid by using age appropriate data such as</li> </ul>	<p><b>NMSD &amp; NMSBVI will:</b></p> <ul style="list-style-type: none"> <li>▪Provide a comprehensive overview of the referral process and provide information on services to families, including eligibility and enrollment information</li> <li>▪Support each family in acquiring a comprehensive and current evaluation including audiological/ophthalmological prior to transition.</li> <li>•Coordinate with EI Team to make referrals to appropriate agencies</li> </ul>

<p>if they are showing greater concern at the time of referral.</p> <ul style="list-style-type: none"><li>▪ If a parent refuses the referral to be made to Part B the family service coordinator 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 family service coordinator will also provide the family a copy of their procedural safeguards at this time.</li><li>▪ With parent consent, the family's Family Service Coordinator will coordinate the completion and will hand deliver to Special Education Secretaries the Submission of the Transition Assessment Summary Form at least 30 days prior to the Transition Conference.</li><li>▪ In the case of a child with a documented visual impairment and/or hearing loss, the FIT Family service coordinator will contact NMSBVI and/or NMSD for technical assistance during the 90-day conference to discuss the continuum of educational options.</li><li>▪ If the child is referred to the FIT Program <b>fewer than 45 days</b> prior to the child's third birthday, an evaluation by FIT will not be conducted. The family service</li></ul>	<ul style="list-style-type: none"><li>▪ Any 90 Day Transition Dates falling in June, July and August must be scheduled by the end of the school year. Unexpected transitions will be done as soon as possible.</li></ul>	<p>the ASQ, ELGs, anecdotal notes, observations, and other formal assessments.</p>	
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<p>coordinator can inform the parents of options for preschool and assist them with applying for these options.</p> <p>If the child is referred to the FIT Program <b>between 45 and 90 days</b> of the child's third birthday and, therefore, the Transition Conference cannot be held at least 90 days before the child's third birthday, the Family Service Coordinator will discuss the process for transition with the family during the intake process and the transition plan will be incorporated into the initial IFSP. If the child is determined eligible under Established Condition or Developmental Delay, a referral must be sent to the LEA with parent permission as soon as possible. The family service coordinator should check the box <i>"90 day timeline for this meeting cannot be met due to child not being enrolled in the FIT Program at that time"</i> on the Transition Referral Form. These children would not be included in the APR indicators C8c.</p> <ul style="list-style-type: none"><li>▪ The FIT provider and the LEA work together to establish arrangements regarding the Referral time lines through the summer months.</li></ul>			
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<p>FIT is responsible for meeting all Time lines and will follow the transition process in working with the family. It is important that the family have resources and understand the Part B evaluation process, Part B procedural safeguards, the IEP process, and how to follow up with the LEA. The child would need to exit the FIT program when the child turns three.</p>			
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## PLANNING FOR TRANSITION CONFERENCE

**TRANSITION CONFERENCE:** The FIT program is legally responsible for convening the Transition Conference. It is the responsibility of the Family service coordinator to invite an LEA representative to the Transition Conference with the approval of the family.

**TRANSITION PLANNING:** At least 30 days prior to Transition Conference, Family service coordinator will coordinate a date with parents, FIT, LEA, and community partners. A written invitation to the Transition Conference will be sent to the LEA and all parties. The FIT Transition Assessment Summary Form will be completed and sent to the LEA. The LEA will review materials they receive and determine who will attend the conference.

### NMAC 7.30.8.13 (F) TRANSITION

With approval of the parents, a Transition Conference shall be convened at least 90 days prior to the anticipated date of transition from early intervention services but no later than 90 days prior to the child's third birthday. If the child may be eligible for preschool services, including special education and related services offered through the local education agency, this conference shall include, at a minimum, the parents, the relevant early intervention service providers, and the local education agency representative(s). Other relevant service providers should be invited to attend this meeting. The transition process must take into account availability of Head Start and other childcare services in the community.

**Subsection (A)(4)(e) of NMAC 6.31.2.11** states that "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."

### NMAC 7.30.8.13

**A.** Transition planning shall begin early enough to allow the parents to exercise all their rights under state and federal statutes and regulations. Transition planning must be undertaken for each child and family at least 6 months before the child is eligible to transition from early intervention services. Transition planning shall be a process involving meeting(s) and progressive steps toward the smooth and effective transitioning of each child and family.

**B.** In a timely manner, the early intervention provider shall notify the local education agency of children that reside in the geographic area served by the LEA that may be eligible for preschool special education services.

**C.** Steps/actions shall be identified and included in the IFSP that support the child and family and ensure a smooth and effective transition.

With involvement of the parents, such steps/actions shall include, at a minimum:

1. Discussions with the parents regarding future program/service options to include preschool special education service and other community services that may be available and appropriate; representatives from these programs and services shall be included in these discussions to ensure an informed decision;
2. Preparing the child and family for the changes and adjustments to a new setting;
3. With parental consent and in accordance with regulation, the transmission of information, including evaluation and Assessment information and copies of IFPS to ensure continuity of services.

4. Assisting parents/families to develop the skills and acquire the information needed for continued advocacy of their child's needs.			
<b>AMPLIFIED THERAPY</b>	<b>LEA</b>	<b>WNMU</b>	<b>OTHER</b>
<p>The Family 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.</p> <ul style="list-style-type: none"> <li>▪ If the child is potentially eligible for Part B preschool services then the Silver and Cobre Consolidated School Districts representatives will be invited to participate in the Transition Conference upon consent of the family. The invitation will be sent at least 30 days prior to the Transition Conference.</li> <li>▪ With approval of the parents, other relevant service providers should also be invited (child care providers, etc.).</li> <li>▪ In the case of a child with a hearing loss or vision impairment, and in accordance with ECECD procedure and with parent consent, contact an NMSBVI and/or NMSD Regional Supervisors for technical assistance during the transition conference in discussing</li> </ul>	<p>Silver and Cobre Consolidated School Districts will explain to the families the schools' responsibility during the transition process and will address the families' role and responsibilities to ensure timely services and compliance of requirements.</p> <ul style="list-style-type: none"> <li>▪ During the transition conference, the Silver and Cobre Consolidated Schools representative will meet with the family and will explain the steps in the process of determining possible eligibility. An initial review of the child's records and assessment will be scheduled in a timely manner.</li> <li>▪ An appropriate representative(s) from Silver and Cobre Consolidated School Districts will attend all transition meetings for children identified by Amplified Therapy to be potentially eligible for Part B services.</li> <li>▪ Should a transition conference be required to be held during times when schools are not in session the Special Education Directors from Silver and Cobre Consolidated</li> </ul>	<p><b>WNMU Early Childhood Programs will:</b></p> <ul style="list-style-type: none"> <li>▪ With parent consent participate in individual transition conferences for each child referred.</li> <li>▪ Review application and enrollment process with family.</li> <li>▪ Provide family with information about the Early Childhood Programs</li> </ul>	<p><b>NMSD will:</b></p> <ul style="list-style-type: none"> <li>▪ Participate in the Transition Conference and, if acting as FIT Family service coordinator, facilitate that conference per FIT regulations.</li> <li>▪ Support each family in acquiring a comprehensive and current evaluation including audiological prior to transition.</li> <li>▪ 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.</li> <li>▪ Contact the local LEA through its Joint Power's Agreements to collaboratively consider placement options and participate in meetings.</li> <li>▪ Provide referral to the NMSD Center for Educational Consultation and Training Program for School Age Program to the receiving LEA or other placement agency if</li> </ul>

<p>communication considerations and the continuum of educational options.</p> <ul style="list-style-type: none"><li>▪ The family’s Family Service Coordinator shall facilitate this meeting to ensure the following:</li><li>▪ Review the child’s service and program options.</li><li>▪ Review the IFSP, evaluation, assessment information, and other relevant and current data/information.</li><li>▪ Decide what other activities need to be completed before the child transitions (including enrollment; immunizations; transportation or medical needs, etc.</li><li>▪ The Family Service Coordinator shall document all outcomes and decisions of the Transition Conference in the IFSP.</li><li>▪ If a parent refuses the referral to Part B, the Family Service Coordinator should provide the family with prior written notice that Part C services will end at the time of their child’s third birthday. The Family Service Coordinator will also provide the family a copy of the procedural safeguards at this time.</li></ul>	<p>Schools or an appointed designee will attend.</p>		<p>placement is other than NMSD Preschool.</p> <p><b>New Mexico School for the Blind &amp; Visually Impaired (NMSBVI) will:</b></p> <ul style="list-style-type: none"><li>▪ Provide information to parents/guardian of children who are eligible to transition regarding options for services</li><li>▪ Coordinate transition information/efforts with other service providers</li><li>▪ Support each family’s efforts to have a current ophthalmologic report prior to transition</li><li>▪ Provide current assessment information, recommendations and consultation as needed to the receiving program.</li><li>▪ Participate, when invited in transition conferences or meetings and help the team and family consider placement options and adaptations that may be needed</li><li>▪ Participate with parent permission and provide current functional vision assessment or determine if further vision assessment is needed.</li></ul>
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<ul style="list-style-type: none"> <li>▪If the child’s birthday falls within the summer months, transition activities need to occur early enough to allow sufficient time for all transition activities to take place when school personnel are available. The transition team participants may need to consider meeting earlier in order to meet all timelines.</li> <li>▪If any party is unable to attend the transition conference, the meeting may be rescheduled; however, Part C is required by law to convene the Transition Conference. Part C should document instances when the LEA does not attend if attempts to reschedule are unsuccessful.</li> </ul>			
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**TRANSITION CONFERENCE**

**TRANSITION CONFERENCE: The FIT program is legally responsible for convening the Transition Conference. It is the responsibility of the Family service coordinator to invite an LEA representative to the Transition Conference with the approval of the family.**

**NMAC 7.30.8.13 (F) TRANSITION**

With approval of the parents, a transition conference shall be convened at least 90 days prior to the anticipated date of transition from early intervention services but no later than 90 days prior to the child’s third birthday. If the child may be

eligible for preschool services, including special education and related services offered through the local education agency, this conference shall include, at a minimum, the parents, the relevant early intervention service providers, and the local education agency representative(s). Other relevant service providers should be invited to attend this meeting. The transition process must take into account availability of Head Start and other childcare services in the community.

**Subsection (A)(5)(e) of NMAC 6.31.2.11** states that —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.

AMPLIFIED THERAPY	LEA	WNMU	OTHER
<ul style="list-style-type: none"> <li>▪If a family does not consent to the Part B evaluation and eligibility determination the Family Service Coordinator should provide them with prior written notice that Part C services will end at the time of their child’s third birthday. The Family Service Coordinator will also provide the family a copy of their procedural safeguards at this time.</li> <li>▪Families 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 for future evaluation if needed.</li> </ul>	<ul style="list-style-type: none"> <li>▪Silver and Cobre Consolidated School Districts will 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.</li> <li>▪Silver and Cobre Consolidated School Districts will 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 prior to the initial evaluation.</li> <li>▪Silver and Cobre Consolidated School Districts will provide the parents a copy of the procedural</li> </ul>	<p><b>WNMU Early Childhood Program will:</b></p> <ul style="list-style-type: none"> <li>▪With parent consent participate in the transition conference.</li> </ul>	<p><b>NMSD and NMSBVI will:</b></p> <ul style="list-style-type: none"> <li>▪ Provide consultation regarding appropriate assessment/evaluation for children with hearing loss or visual impairment.</li> <li>▪ Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination and programming design.</li> </ul>

safeguards under the IDEA and may obtain parental consent to conduct an initial evaluation.

- Silver and Cobre Consolidated School Districts will schedule a date for initial evaluation
- Silver and Cobre Consolidated School Districts will conduct the initial evaluation within 60 days of the Consent Form for Preschool Evaluation signed by the parent(s).
- Silver and Cobre Consolidated School Districts will determine the need for additional evaluation, assessment, and information.
- If family needs additional time to proceed with the process Silver and Cobre Consolidated School Districts will discuss timeline and procedures.
- If Part C fails to schedule the transition conference 90 days prior to the child's third birthday, the LEA should document this information in STARS.
- If parent refuses Part B evaluation, the LEA will issue a Prior Written Notice confirming the decision.

**INITIAL COMPREHENSIVE EVALUATION FOR PART B**

**INITIAL EVALUATION FOR PART B: The LEA is responsible for obtaining written informed parental consent and conducting the evaluation within 60 days. The purpose of the initial evaluation is 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.**

**34CFR § 200.301 Initial evaluations.** (a) General. Each public agency must conduct a full and individual initial evaluation, in accordance with §§300.304 through 300.306, before the initial provision of special education and related services to a child with a disability under this part.

(b) Request for initial evaluation. Consistent with the consent requirements in §300.300, either parent of a child or a public agency may initiate a request for an initial evaluation to determine if a child is a child with a disability.

(c) Procedures for initial evaluation. The initial evaluation:

(1)(i) Must be conducted within 60 days of receiving parental consent for the evaluation; and

(2) Must consist of procedures:

(i) To determine if the child is a child with a disability under § 300.8; and

(ii) To determine the educational needs of the child.

<b>AMPLIFIED THERAPY</b>	<b>LEA</b>	<b>WNMU</b>	<b>OTHER</b>
<ul style="list-style-type: none"> <li>▪ If a family does not consent to the Part B evaluation and eligibility determination the Family Service Coordinator should provide them with prior written notice that Part C services will end at the time of their child’s third birthday. The Family Service Coordinator will also provide the family a copy of their procedural safeguards at this time</li> <li>▪ Parents who decide not to proceed with eligibility determination for</li> </ul>	<ul style="list-style-type: none"> <li>▪ Silver and Cobre Consolidated School Districts will schedule a date for initial evaluation</li> <li>▪ A team of qualified professionals from the Silver and Cobre Consolidated School Districts will conduct the initial evaluation within 60 days of the Consent Form for Preschool Evaluation signed by the parent(s).</li> <li>▪ A team of qualified professionals from the Silver and Cobre districts</li> </ul>	<p><b>WNMU Early Childhood Program will:</b></p> <ul style="list-style-type: none"> <li>▪ With parent consent participate in the development of IFSPs/IEP/Service Plans</li> </ul>	<p><b>NMSD and NMSVBI will:</b></p> <ul style="list-style-type: none"> <li>▪ Provide consultation regarding appropriate assessment/evaluation for children with hearing loss and or visual impairments.</li> <li>▪ Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility</li> </ul>

<p>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 for future evaluation if needed.</p>	<p>will review the existing Part C current evaluations and assessments and the IFSP information as part of the initial evaluation. Evaluations provided by the Early Intervention Programs must have been administered within six months in order to be considered valid.</p> <ul style="list-style-type: none"><li>▪ Silver and Cobre Consolidated School Districts will 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 or cultural background.</li><li>▪ When applicable, the Silver and Cobre districts with parent consent will collaborate with professionals representing the NMSBVI or NMSD regarding appropriate assessment/evaluation for children with visual impairments and/or hearing loss.</li><li>▪ Silver and Cobre Consolidated School Districts will provide a copy of the evaluation report and the documentation of the eligibility determination to the parent(s).</li></ul>		<p>determination and programming design.</p>
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**ELIGIBILITY DETERMINATION AND PARENT CHOICE**

**ELIGIBILITY DETERMINATION Eligibility is determined after the initial evaluation procedures are completed including the careful review of existing evaluation and assessment information, observations and input from the parents.**

**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 to 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.

<b>AMPLIFIED THERAPY</b>	<b>LEA</b>	<b>WNMU</b>	<b>OTHER</b>
<p><b><i>PARENT CHOICE IS TO BEGIN PART B SERVICES IMMEDIATELY</i></b></p> <ul style="list-style-type: none"> <li>▪ Amplified Therapy may participate in the IEP meeting at the parent’s request.</li> <li>▪ Post transition family service coordination shall be offered to the family as an option. If the parent(s) requests this service, it must be provided in accordance with the Family Infant Toddler Program’s service standards.</li> <li>▪ Post transition family service coordination may involve visits with the family, consultation to staff of the receiving agency/agencies, an evaluation of the effectiveness of the transition process.</li> <li>▪ Post transition family service coordination activities must be documented in the IFSP.</li> <li>▪ Early intervention services shall be provided in accordance with the IFSP to children and families until the date specified on the IFSP.</li> <li>▪ If the IEP development occurred longer than 60 days prior to transition, Amplified Therapy will</li> </ul>	<p><b><i>PARENT CHOICE IS TO BEGIN PART B SERVICES</i></b></p> <ul style="list-style-type: none"> <li>▪ Silver and Cobre Consolidated School Districts must assure that a group of qualified professionals and the child’s parent(s) meet in order to review the evaluation report and the documentation of the eligibility to determine whether the child is a child with a disability in accordance with state and Federal regulations.</li> <li>▪ Silver and Cobre Consolidated School Districts shall provide a copy of the evaluation report and the documentation of the eligibility determination to the parent(s)</li> <li>▪ Silver and Cobre Consolidated School Districts at the request of the parent must send an invitation to the Part C family service coordinator or other representatives of the Part C system to attend the eligibility determination meeting and to assist with the smooth transition services.</li> <li>▪ In the case of a child who has a visual impairment or is deaf or hard-of-hearing, and in accordance with joint power agreements and with parent consent, contact an NMSBVI/NMSD Regional</li> </ul>		<p><b>NMSD will:</b></p> <ul style="list-style-type: none"> <li>▪ Participate with parent permission on IFSP/IEP team and assist in setting goals and objectives, provide suggestions for environmental modifications and provide recommendations for level of service.</li> <li>▪ In the case of a child with a hearing loss, even if the hearing loss is not the child’s primary condition, the Communication Considerations for Children with a Hearing Loss IEP addendum MUST be completed by the IEP team to facilitate discussion around the child’s communication needs. NMSD Center for Educational Consultation and Training Program staff are available to IEP teams for support and consultation.</li> </ul> <p><b>NMSBVI will:</b></p> <ul style="list-style-type: none"> <li>▪ Participate with parent permission on IFSP/IEP team</li> </ul>

<p>communicate with LEA prior to school starting with present current levels of performance.</p> <p><b><i>ONCE CHILD TRANSITIONS TO PART B PROGRAMS:</i></b></p> <ul style="list-style-type: none"> <li>▪Post transition family service coordination shall be offered to the family as an option. If the parent(s) requests this service, it must be provided in accordance with the Family Infant Toddler Program’s service standards.</li> <li>▪Post transition family service coordination may involve visits with the family, consultation to staff of the receiving agency/agencies, an evaluation of the effectiveness of the transition process.</li> <li>▪Post transition family service coordination activities must be documented in the IFSP.</li> </ul>	<p>Supervisor for technical assistance to the transition team in discussing communication considerations and the continuum of educational options.</p> <ul style="list-style-type: none"> <li>▪Silver and Cobre Consolidated School Districts will provide a copy of the Procedural Safeguards to the parents.</li> <li>▪The eligibility determination meeting is held at the LEA and prior to child’s 3rd birthday.</li> </ul>		<p>and assist in setting goals and objectives, provide suggestions for environmental modifications and provide recommendations for level of service.</p> <ul style="list-style-type: none"> <li>▪Complete 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). NMSBVI staff are responsible for determining the Literacy Mode (auditory, visual, tactile) of each transitioning child who we are serving in our infant toddler program, completing the Consideration of Special Factors Form, and for making recommendations concerning the literacy mode for the child to the IEP team upon transition.</li> </ul>
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**EVALUATION REPORT AND DOCUMENTATION OF  
ELIGIBILITY SENT TO PARENT**

**EVALUATION REPORT AND DOCUMENTATION OF ELIGIBILITY WILL BE SENT TO THE PARENT by the child's third birthday. With parental consent, LEAs have the option to share this information with the FIT provider. Although this is encouraged, it is not required.**

**NMAC 6.31.2.10**

Eligibility determinations.

(1) General rules regarding eligibility determinations

(a) The public agency must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

<b>AMPLIFIED THERAPY</b>	<b>LEA</b>		<b>OTHER</b>
	<ul style="list-style-type: none"> <li>▪ Silver and Cobre Consolidated School Districts will provide a copy of the evaluation report and the documentation of the eligibility determination to the parent(s).</li> </ul>		

**INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPED**

**IEP DEVELOPED by the child’s third birthday, and at least 15 days prior to the child’s entry into Part B services.**

**Federal Regulation**

**§300.124 Transition of children from the Part C program to preschool programs**

The State must have in effect policies and procedures to ensure that:

(a) By the third birthday of a child described in paragraph (b) of this section, and IEP or, if consistent with § 300.323(b) and section 636(d) of the Act, and IFSP, has been developed and is being implemented for the child consistent with § 300.101(b).

**§300.323 When IEPs must be in effect.**

(a) General. At the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction, an IEP, as defined in §300.320.

(b) IEP or IFSP for children aged three through five. (1) In the case of a child with a disability aged three through five (or at the discretion of the SEA, a two year-old child with a disability who will turn age three during the school year), the IEP Team must consider and IFSP that contains the IFSP content (including the natural environments statement) described in section 636(d) of the Act and its implementation regulations (including an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills for children with IFSPs under this section who are at least three years of age), and that is developed in accordance with the IEP procedures under this part. The IFSP may serve as the IEP of the child, if using the IFSP as the IEP is—

- i. Consistent with State policy; and
- ii. Agreed to by the agency and the child’s parents.

AMPLIFIED THERAPY	LEA	WNMU	OTHER
<ul style="list-style-type: none"> <li>▪ Will participate in the IEP meeting at the parent’s request.</li> <li>▪ Post transition family service coordination shall be offered to the family as an option. If the parent(s) requests this service, it must be provided in accordance with the Family Infant Toddler Program’s service standards.</li> <li>▪ Post transition family service coordination may involve visits with the family, consultation to staff of the receiving agency/agencies, an evaluation of the effectiveness of the transition process.</li> <li>▪ Post transition family service coordination activities must be documented in the IFSP.</li> <li>▪ Early intervention services shall be provided in accordance with the IFSP to children and families until the date specified on the IFSP.</li> <li>▪ If the IEP development occurred longer than 60 days prior to transition, Amplified Therapy will communicate with LEA prior to school starting with present current levels of performance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Silver and Cobre Consolidated School Districts will inform the parents, during the Eligibility Determination meeting or transition, of their right to invite representatives from the early childhood program that the child is currently attending to the IEP meeting.</li> <li>▪ Silver and Cobre Consolidated School Districts will request from the Early Intervention providers the current information prior to the IEP meeting in order to develop the IEP.</li> <li>▪ The Silver and Cobre Consolidated School Districts will develop an IEP after the Eligibility Determination Meeting and before the child’s 3rd birthday.</li> <li>▪ Silver and Cobre Consolidated School Districts at the request of the parent will send an invitation to the IEP meeting to the FIT family service coordinator and other early intervention staff, to attend and help develop the initial IEP. This is done in order to assist with the smooth transition of services.</li> <li>▪ If the FIT family service coordinator and other early intervention staff are not invited or are not able to attend the initial IEP meeting, Silver and</li> </ul>		<p><b>NMSD will:</b></p> <ul style="list-style-type: none"> <li>▪ Participate with parent permission on IFSP/IEP team and assist in setting goals and objectives, provide suggestions for environmental modifications and provide recommendations for level of service.</li> <li>▪ In the case of a child with a hearing loss, even if the hearing loss is not the child’s primary condition, the Communication Considerations for Children with a Hearing Loss IEP addendum MUST be completed by the IEP team to facilitate discussion around the child’s communication needs. NMSD Center for Educational Consultation and Training Program (CECT) staff are available to IEP teams for support and consultation.</li> </ul>

	<p>Cobre Consolidated School Districts can request the current IFSP and assessment information from the FIT Family Service Coordinator prior to the IEP. The Family Service Coordinator can send this information with parent consent. Silver and Cobre Consolidated School Districts will use the information from the FIT program in the development of the IEP with the family. Evaluations provided by the Early Intervention programs must have been administered within six months in order to be considered valid.</p> <ul style="list-style-type: none"> <li>▪ In the case of a child with a hearing loss, even if the hearing loss is not the child’s primary condition, the Communication Considerations for Children with a Hearing Loss IEP addendum MUST be completed by the IEP team to facilitate discussion around the child’s communication needs. NMSD CECT Program staff are available to IEP teams for support and consultation.</li> <li>▪ When applicable, Silver and Cobre districts, with parental approval, will collaborate with professionals representing the NMSBVI/NMSD regarding appropriate services for</li> </ul>		<p><b>NMSBVI will:</b></p> <ul style="list-style-type: none"> <li>▪ Participate with parent permission on IFSP/IEP team and assist in setting goals and objectives, provide suggestions for environmental modifications and provide recommendations for level of service.</li> </ul> <p><b>PRO will</b></p> <ul style="list-style-type: none"> <li>▪ Support families in preparing for IEP meetings and educating them on the process. In some instances, staff may be available to support families at an IEP meeting.</li> </ul>
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	<p>children with visual impairments and/or hearing loss</p> <ul style="list-style-type: none"><li>▪ Silver and Cobre Consolidated School Districts shall conduct the initial IEP meeting no later than 15 days prior to the child’s entry into Part B programs/services.</li><li>▪ Silver and Cobre Consolidated School Districts will provide a copy of the Procedural Safeguards to the parents.</li><li>▪ Silver and Cobre Consolidated School Districts will begin Part B services on the date specified on the IEP.</li><li>▪ Preschool services will begin by the child’s 3<sup>rd</sup> birthday or on the first day of school unless otherwise stated on the IEP.</li></ul>		
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**III. Duration**

This agreement will be reviewed annually from the date of signatures and is valid for four years, through April 14, 2025.

**IV. Implementation of Agreement**

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

Copies of the agreement will be provided to all the appropriate staff who will participate in the transition process. Each agency will be responsible for informing and training families, the appropriate staff, and independent providers on the contents of the agreement.

**V. Confidentiality**

That all parties to 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.

**VI. Public Awareness**

The signees agree to meet at least quarterly throughout the year to plan and coordinate efforts that facilitate timely and seamless transition. Efforts may include Child Find, Health Fairs and other public awareness activities.

**IN WITNESS WHEREOF, the following signatures are affixed:**

Silver Consolidated Schools	Name: Kim Hopwood – khopwood@silverschools.org <b>Kim Hopwood</b> Digitally signed by Kim Hopwood Date: 2021.04.28 09:44:43 -06'00'	Date <b>4/28/2021</b>
Amplified Therapy	Name: Shalako Bradberry – smbradberry@amplifiedtherapy.com <b>Shalako Bradberry</b> Digitally signed by Shalako Bradberry Date: 2021.04.27 12:01:48 -06'00'	Date <b>4/27/21</b>
Cobre Consolidated Schools	Name: Melissa Maynes – mmaynes@cobre.k12.nm.us <b>Melissa C. Maynes</b> Digitally signed by Melissa C. Maynes Date: 2021.04.29 15:07:20 -06'00'	Date <b>4/29/2021</b>
New Mexico School for the Deaf	Name: Bert Goldblatt – berthagoldblatt@nmsd.k12.nm.us <b>Bertha J Goldblatt</b> Digitally signed by Bertha J Goldblatt Date: 2021.05.03 12:36:52 -06'00'	Date <b>5/3/2021</b>
New Mexico School for the Blind and Visually Impaired	Name: Rita Garcia – ritagarcia@nmsbvi.k12.nm.us <b>Rita Garcia</b> Digitally signed by Rita Garcia Date: 2021.05.04 10:07:55 -06'00'	Date <b>5/4/2021</b>
WNMU Early Childhood Program	Name: Julie Simmons – Julie.Simmons@wnmu.edu  Digitally signed by Julie Simmons Date: 2021.05.05 07:29:12 -06'00'	Date
Parents Reaching Out	Name: Jessica Ianneci – jiannecei@parentsreachingout.org <b>Dolores Harden</b> Digitally signed by Dolores Harden Date: 2021.07.12 18:05:34 -06'00'	Date