

**MEMORANDUM OF UNDERSTANDING
CONCERNING THE TRANSITION OF CHILDREN BETWEEN
MEMBERS OF THE COLFAX COUNTY EARLY TRANSITION TEAM**

The following agencies, hereinafter referred to as “the parties”, will enter into this agreement under the above lead agencies with services to families in Colfax Co., the NM towns of Raton, Cimarron, Springer, Maxwell, Eagle Nest, and Angel Fire, including four public school districts.

- CDD-The Children's Workshop (TCW) - FIT- EI
- Cimarron Municipal Schools- LEA
- Maxwell Municipal Schools- LEA
- Raton Public Schools- LEA
- Springer Municipal Schools- LEA
- Colfax/Mora Head Start
- High Plains Regional Educational Cooperative (HPREC)
- New Mexico School for the Deaf (NMSD)- State Supported School
- New Mexico School for the Blind and Visually Impaired (NMSBVI)- State Supported School
- Parents Reaching Out (PRO)

Contact information:

The Children's Workshop
Beverly Grano
Early Childhood Program Coordinator
PO Box 1589
230 East 4th Ave Raton, NM 87740
575-245-1103

Cimarron Municipal Schools
Sp. Ed. Director-Jody Martinez
Superintendent- Adan Estrada
125 N. Collision Ave.
Cimarron, NM 87714
575-376-2512

Raton Public Schools
Deia Craig Sp. Ed. Coordinator
Superintendent- Kristie Medina
1550 Tiger Circle
Raton, NM 87740
575-445-9111

Springer Municipal Schools
Sp. Ed. Director-.Shelley Bruns
Superintendent- Gary Allison
PO Box 308
Springer, NM 87747
575-483-3432

Maxwell Municipal Schools
Sp. Ed. Director – Kim Berry
Superintendent- Amy Roble
PO Box 275
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575-375-3022

High Plains REC #3
Stephen Aguirre- Director
101 N. Second St.
Raton, NM 87740
575-445-7090

Mora/Colfax Head Start/Early Head Start
Director-Joseph Greigo 505-617-7007
Disabilities Manager- Coleen Eungard
505-699-4730 Springer
Patricia 575-652-9211 Raton

New Mexico School for the Deaf (NMSD)
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NMSBVI (NM School for the Blind)
Amber Ohlinger, Coord Infant/Toddler Prg.
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PURPOSE

The purpose of this agreement is to ensure the process demonstrated in the graphic on the next page result in the coordinated, smooth and effective transition of children and families as they move from early intervention services under Part C (Family Infant Toddler-FIT) services into Part B programs (public school districts) and services within the required timelines for the benefit of children and families residing in the State of New Mexico, Colfax Co. This agreement will be used by personnel of the organizations and families to understand the transition process in their area. This MOU concerns children ages birth to three years and their families participating in early intervention programs assisted under Part C of the Act, and who will participate in preschool programs assisted under Part B of the Act. It is our goal to create a service system flexible enough to meet the needs of children and their families with the available resources through interagency planning and family involvement. This will be accomplished through the fostering of positive relationships between all involved stakeholders.

TIMELINE OF STEPS FOR EARLY CHILDHOOD TRANSITION IN NEW MEXICO

Refer to Guidance Document for further clarification.

FIT LEAD
PED/LEA Lead
Local Responsibility

Timeline

People Involved

Quarterly based on schedule in local MOU ----- FIT Provider and LEA
 Initiated at initial IFSP, updated at 24 months, finalized at least 90 days and not more than 9 months before 3rd birthday ----- Parent(s) and FIT

60 days prior to transition conference (if possible 6 months before child's 3rd birthday) ----- Parent(s) and FSC
 • Referral form sent to LEA with parent consent.

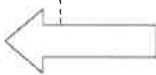
At least 30 days prior to Transition Conference ----- LEA
 Pre-planning for Transition Conference
 • Coordinate among parents, FIT, LEA on conference date.
 • Provide written invitation to Transition Conference to LEA and all parties.
 • Send Transition Assessment Summary Form to LEA.
 • LEA reviews materials and determines who will attend.

At least 90 days prior to 3rd birthday (no more than 9 months prior) ----- Parent(s), FIT and LEA
 Transition Conference
 • Explain Part B and C procedures and safeguards.
 • Provide prior written notice.
 • Review if all current evaluations and/or assessment have been given to LEA.
 • Obtain consent for evaluation.
 • Complete IFSP Transition Conference page; discuss program options and next steps with LEA.

Within 60 days of parent consent (and prior to child's 3rd birthday) ----- Parent(s), LEA, and qualified professionals
 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.

By child's 3rd birthday ----- LEA
 Eligibility determination meeting
 Evaluation report and documentation of eligibility sent to parent.
 Individualized Education Program (IEP) developed and implemented. ----- Parent(s), LEA and FIT

No later than child's third birthday.



II. REQUIREMENTS IMPACTING THIS AGREEMENT

This agreement is based on the following federal and state regulations, rules, policies, and procedures:

- SB 330 language became effective on July 1, 2012.
- Federal regulations for Part B, "Assistance to State for the Education of Children with Disabilities: 34CFR Part 300, and Final Regulations dated August 14, 2006, require in section 300.124:
Transition of Children from Part C Early Intervention programs to Part B Preschool programs.
- Federal regulations for Part C of IDEA, "Early Intervention Program for Infants and Toddlers with Disabilities" 34 CFR Part 303, Amended by Regulations Issued April 14, 1998 require in section 303.148.
- Section 303.653 of the regulations to Part C of the Act-Transition services.
- Section 28-18-1 Family Infant Toddler (FIT) Program Statute.
- Section 22-13-5 Special Education Statute.

III. DEFINITION OF TERMS

1. **MOU** – Memorandum of Understanding
2. **ECECD**-Department of Health
3. **FIT**-Family-Infant Toddler program (Part C programs)
4. **FSC** – Family Service Coordinator (Part C)
3. **NMPPED or PED**-New Mexico Public Education Department
4. **IDEA**-Individuals with Disabilities Education Act
5. **IFSP**-Individualized Family Service Plan
6. **IEP**-Individualized Education Program
7. **LEA**-Local Education Agency (School District)
8. **EI**-Early Intervention program
9. **Part C**-The part of the IDEA which provides services to eligible children birth to 3 years of age and their families.
10. **Part B**-The part of the IDEA which provides services to children with disabilities ages 3 to 21 years of age.
11. **FAPE**-Free and Appropriate Public Education
12. **STARS**-Student Teacher Accountability Reporting System
13. **EDT**-Eligibility Determination Team
14. **NM TEAM** -NM's guidance for eligibility determination under the IDEA
15. **SEB** – Special Education Bureau
16. **TCW** - The Children's Workshop
17. **REED** – Review of Existing Evaluation Data

IV. IMPLEMENTATION OF AGREEMENT

Members of the Colfax Co. Early Transition Team, as well as signing representatives of participating agencies, have the responsibility to obtain copies of this agreement and disseminate to appropriate personnel for information and training purposes. It is the responsibility of the lead agency providing the Part C and Part B services to ensure that families, appropriate staff, and independent service providers are informed of this agreement and its requirements. This agreement will be made available to parents/guardians upon request to the lead agency providing Part C and Part B services to their child and/or children.

V. MONITORING AND EVALUATION OF THE AGREEMENT

Colfax Co. Early Transition Team members agree to meet at least two times a year to assess the effectiveness of this agreement and determine changes as needed based on up-to-date state regulations and feedback from participating stakeholders (including participating agencies, FIT coach, and families). The team will share opportunities for training, staff development, and other activities related to transition as well as invite all stakeholders to participate in trainings/meetings.

Upon completion of the transition process, parents/guardians will be asked to complete a transition checklist given to them by The Children's Workshop representative serving their family. That checklist will be reviewed by the early childhood transition team annually and any necessary changes to the process will be discussed. It will be documented by the early childhood transition coach/coordinator and shared with the team. At the beginning of each school year, the transition team members will be contacted via email updating the existence of this agreement with a summary of its requirements. All agency representatives who are new to the positions at any of the agencies involved in this MOU will be provided with a copy of the MOU and asked to sign that they are aware of the agreement on behalf of their agency or LEA.

VI. INTERAGENCY DISPUTE PROCESS

If at any point in the transition process there are concerns, members will contact each other or stakeholders will contact the team and issues will be resolved within 30 days. If no resolution can be reached, the transition coach can provide support and guidance. Special circumstances may extend the timeline to 60 days.

VII. DURATION

Memorandum of Understanding shall be effective starting April 1, 2023, when signed by the respective agency heads as parties. Review of this Memorandum of Understanding shall be accomplished every four years by the parties and interim reviews may be conducted as necessary.

Agreed upon changes shall be executed in writing by the parties. This Memorandum of Understanding shall be ongoing and shall not be terminated before **April 1, 2027**, unless a party gives forty-five (45) days advance written notice to the other party of its intent to terminate its participation in the Memorandum of Understanding.

VIII. WORKING PROCEDURES, TIMELINES AND RESPONSIBILITIES IN TRANSITION PROCESS

In September of each school year, the Early Intervention Director will coordinate the first transition team meeting. At each team meeting, team roles will be assigned for the next team meeting including, Lead, Timekeeper, Note taker etc. The members agree to follow the outline below to determine which participating agency is responsible for development and implementation of the different transition steps:

NOTIFICATION

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

MAC 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
<p>TCW will collaborate with HPREC and participating LEAs in Child Find activities.</p> <p>NMSD EIDS and NMSBVI will be notified by TCW providers for all children needing support through these agencies.</p> <p>For families being served by the TCW (Part C) whose children are potentially eligible for Part B, providers will begin transition planning with families at their child's initial IFSP.</p> <p>TCW Coordinator) and/or New Mexico School for the Deaf (NMSD), Early Intervention & Developmental Services Department (EIDS) Regional Supervisor will provide the Sp.Ed. Directors in each of the LEA's participating in this MOU with a list of children potentially eligible to transition into their (Part B) programs. This will occur monthly by the 10th.</p> <p>The list will include the child's name, date of birth, home district, parent/guardian's name, and contact information.</p> <p>For children who enter the FIT program less than 90 days before their third</p>	<p>The LEAs will acknowledge receipt of the list by phone call, fax or email.</p> <p>The LEA will document on the Transfer of Information from Part C to Part B form, the receipt of the list of potentially eligible children.</p> <p>The LEA will contact the Part C agency if the notification has not been received by the 15th of each month, if they were not informed that Part C had no list for them in a particular month.</p> <p>The LEA will not use this information to contact families at this time.</p>		<p>HPREC will notify TCW of Child Find activities thirty days after receiving Child Find Request and Planning Form Agreement from the LEAs.</p> <p>NMSD EIDS and NMSBVI will be notified by TCW providers for all students needing support through these agencies.</p> <p>If NMSD-EIDS is providing service coordination the Regional Supervisor will provide quarterly notifications on the 10th of each month to all school districts via secure fax, mail, or hand deliver.</p>

<p>birthday, the family FSC shall submit a referral, with parental consent, as soon as possible to the LEA. This referral shall serve as the notification for the child.</p>			
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TRANSITION PLANNING

- Individualized steps and services added to IFSP

NMAC 7.30.8.13 (C)

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

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

FIT PROVIDER	LEA	HEAD START	OTHER
For families being served by the TCW (Part C) providers will begin transition planning with families at their child's initial IFSP. The Family Service Coordinator	LEA will collaborate with EI providers to facilitate family involvement to learn about the array of services provided by the school districts.	The Early Head Start/Head Start Program will coordinate with FIT Family Service Coordinator and family to visit classrooms and learn about available Early Head	NMSD and NMSBVI will provide information to parents/guardians of children who are eligible to transition regarding options for services.

<p>shall document within the IFSP, that the parents have been informed regarding the timeline for their child's transition.</p> <p>By the child's 2nd birthday, the transition plan will be updated to include documentation that the family service coordinator has ensured that the family is fully aware of the array of services and program options available under Part B including home, daycare centers, Head Start programs, schools, state schools, or community-based settings, and of their option to visit these settings.</p> <p>The Family Service Coordinator will consider the parent(s) need for child care in the transition planning process.</p> <p>Family Service Coordinator will meet with the family to identify and document the specific steps and actions that will support the child and family through the transition process. These individualized steps and actions are documented on the transition plan and are included in the IFSP.</p>		<p>Start/Head Start services, if families request.</p>	<p>NMSD and NMSBVI will coordinate transition information/efforts with other service providers.</p> <p>NMSD and NMSBVI will refer, with parent consent, to the local FIT early intervention providers or LEA, when appropriate.</p> <p>NMSBVI will support each family's efforts to have a current ophthalmologic report prior to transition.</p> <p>NMSD will support each family in acquiring a comprehensive audiological evaluation prior to transition, if possible.</p>
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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

FIT PROVIDER	LEA	HEAD START	OTHER
<p>At least 60 days prior to transition conference (if possible near the child's 2nd birthday), the family service coordinator will complete the Referral Form, with parental consent, and hand deliver or mail it to the appropriate Special Education Director) and NMSD ECE Principal, if NMSD Part B services are a consideration. If the child has a vision difference,</p>	<p>The LEA Sp. Ed. Director/designee will confirm with a signature the receipt of the referral form from TCW, and provide the family service coordinator with a signed copy.</p> <p>New student referrals from TCW received during the summer months, will be received by the LEA superintendent/designee. Provisions will be made by the LEA to ensure that eligible students will have services in</p>	<p>The Head Start program will participate in transition planning as deemed appropriate by the parents, TCW and Part B programs. They will provide program information for the enrollment process to EI/TCW for distribution and education for families to introduce the option of services.</p>	<p>Parents Reaching Out (PRO) are available to provide support, information, and training to help parents and families develop the skills and acquire the information needed to play an active role in the transition process, IEP development, and ongoing advocacy for their child.</p> <p>In the case of a child who</p>

<p>the service coordinator will notify NMSBVI outreach to provide consultation to the transition team.</p> <p>Children with early fall birthdays transitioning from Part C to Part B referral will be made 6-9 months before their 3rd birthday.</p> <p>The Children's Workshop will offer families the opportunity to meet with a representative from Parents Reaching Out or a Childcare Inclusion Specialist, if appropriate.</p> <p>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.</p> <p>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 parent consent, but the early intervention</p>	<p>place by his/her 3rd birthday.</p>	
		<p>is deaf or hard-of-hearing, and in accordance with ECECD procedure and with parent consent, contact a NMSD EIDS regional supervisor for technical assistance to the transition team in discussing communication considerations and the continuum of educational options.</p> <p>If NMSD Part B Services are a consideration, the NMSD ECE Principal will acknowledge receipt of the transition referral.</p> <p>NMSBVI will refer, with parent consent to the local FIT early intervention providers or LEA when appropriate.</p> <p>NMSBVI will refer, with parent/guardian consent, to the local FIT early intervention providers or LEA when appropriate.</p>

provider agency will not conduct an evaluation to determine eligibility or begin services with the child.			
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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
<p>At least 90 days, but not more than 9 months before the child's 3rd birthday, a projected date will be decided upon for the transition conference. With family consent, potential receiving programs will be invited to attend the transition conference by the Family Service Coordinator via written invitation at least 30 days in advance.</p>	<p>The Special Education Director /designee will confirm with a signature on the Transfer of Information Form Part C to Part B form, the receipt of the Transition Assessment- Summary form and/or the Transition Conference Invitation form. The information will be hand delivered or mailed.</p> <p>The Sp. Ed. Director/designee will disseminate the above information to therapists, preschool teachers and other personnel as appropriate, within 5 days of receipt.</p>	<p>A Head Start program representative will be invited to attend the Transition Conference, with family consent as appropriate, to provide enrollment process and program information.</p>	<p>NMMSBVI will support each family's efforts to have a current ophthalmologic report prior to transition.</p> <p>NMMSBVI will provide current assessment information, recommendations, and consultation, as needed, to the receiving program. They will prepare the <i>Transition Functional Vision Evaluation</i> for meetings when given sufficient notice by the child's family service coordinator and participate in EI team meetings to complete the vision portion of the <i>Transition Assessment Summary Form</i>.</p>
<p>With parent consent, the Family Service Coordinator will coordinate the completion and submission of the Transition Assessment Summary Form (which will include appropriate attachments and present levels of development) to the LEA and NMMSD Early Childhood Principal (if NMMSD Part B services are being considered) at least 30 days prior to the Transition Conference. Data should not be older than 6 months from the date of the transition conference. This form is to be hand delivered or mailed to the Special Education Director/designee.</p>	<p>The Special Education Director or his/her designee will confirm with a signature the receipt of the Transition Assessment Summary form received from TCW, and provide the FSC with a signed copy of the cover letter.</p> <p>The LEA will provide any professional development/training to their staff, which might be needed to facilitate provision of appropriate services to potential incoming students. LEA will provide their service</p>		<p>The NMMSD service provider or regional supervisor and/or the NMMSBVI service provider will acknowledge receipt of the invitation.</p> <p>NMMSD EIDS Regional Supervisor is available for technical assistance to the transition team in discussing communication considerations and the continuum of educational options.</p> <p>If NMMSD Part B services are a consideration, the NMMSD Early</p>

<p>In the case of a child with hearing differences, with parent consent, the FIT family service coordinator will contact a NMSD EIDS regional supervisor for technical assistance for the Transition Conference to discuss communication considerations and the continuum of educational options.</p> <p>In the case of a child with a documented visual impairment, the FIT Family Service Coordinator will contact NMSBVI for technical assistance during the 90 day conference to discuss the consideration of special factors: the child's needs and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille).</p> <p>The Family Service Coordinator will discuss with the family, their priorities for their child entering into the Part B system.</p> <p>If a parent refuses the referral to be made to Part B, the Family Service Coordinator should</p>	<p>providers with the information gained from the Transition Assessment Summary Form.</p> <p>New student referrals from TCW received during the summer months, will be received by the LEA superintendent/designee. Provisions will be made by the LEA to ensure that eligible students will have services in place by his/her 3rd birthday.</p>		<p>Childhood Principal will acknowledge receipt of the invitation and <i>Transition Assessment Summary Form</i>.</p> <p>NMSBVI will provide information to parents/guardian of transitioning students who are blind or visually impaired regarding options for services. NMSBVI will support each family in acquiring a comprehensive and current evaluation including ophthalmological report, if necessary prior to transition.</p>
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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. Part B will be notified of parent refusal by the Family Service Coordinator in writing.

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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 who 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
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	LEA Sp. Ed. Director/designee participates in the Transition Conference arranged by the designated early intervention provider.	With the family's consent, Head Start will send a representative to the transition conference as appropriate. This representative will provide program information and give	For families whose children have identified hearing or vision delays, NMSD and NMSBVI will be: <ul style="list-style-type: none"> • Invited to attend transition conferences

<p>of all parties, but not more than nine months prior to the child's third birthday. The meeting will ensure the following:</p> <ul style="list-style-type: none"> • Review of service options for the child. • Review of the IFSP, evaluation, assessment information, and other relevant data / information. • Review of any updated/ current evaluation and/or assessments provided by TCW. • With parental consent, refer child for an initial Part B evaluation. <p>TCW will discuss with the family and other providers any other activities that need to occur before the child transitions, to support the child and family (i.e., completing enrollment forms, update immunizations, transportation issues, medical needs, scheduling a visit to a potential program, etc.).</p>	<p>LEA Sp. Ed. director/designee provides the parents with a copy of the procedural safeguards under the IDEA and obtains parental consent to conduct an initial evaluation for Part B.</p> <p>The participants of the transition conference will complete the REED form to determine the need for further evaluation/information.</p> <p>If further evaluation is needed under Part C regulations, a time will be set for its accomplishment.</p> <p>NMSD CECT staff are available to provide consultation to the LEA regarding appropriate assessment/evaluation for children with a hearing difference.</p> <p>If the parent is not ready to sign the evaluation consent, options will be given to the parents about how to reach the LEA Sp Ed director/designee in order to move forward with assessment, should they decide to consent. The family service coordinator will contact</p>	<p>the family a program application, if desired. They will also help coordinate visits to their program with the family services coordinator.</p> <p>Information given at each individual Transition Conference will be kept confidential and used for scoring the application screening process.</p>	<p>and will assist with considerations of placement options and adaptations that may be needed.</p> <ul style="list-style-type: none"> • Provide current assessment information and present levels of performance in a timely manner when given sufficient notice to prepare reports. <p>The NMSBVI staff will assist with determining the child's future needs for instruction in Braille or the use of Braille. NMSBVI staff is responsible for determining the Literacy Learning Mode of each transitioning child: Auditory, Tactile, Visual, and for making recommendations about the recommended literacy mode for the child to the IEP team upon transition.</p> <p>NMSD will: EIDS staff will participate, when invited, in the transition conference and, if acting as FIT family service coordinator, facilitate that conference per FIT regulations. EIDS staff will support the team</p>
<p>If the family has not</p>	<p>If the parent is not ready to sign the evaluation consent, options will be given to the parents about how to reach the LEA Sp Ed director/designee in order to move forward with assessment, should they decide to consent. The family service coordinator will contact</p>		

<p>visited potential programs prior to the transition conference, the Family Service Coordinator will help to schedule a visit.</p> <p>In the event of any party not being able to attend the transition conference, the Family Service Coordinator will make every attempt to reschedule the conference.</p> <p>The Family Service Coordinator will provide the family with a copy of the Transition Checklist for Parents form to evaluate the transition process, one month after the child has transitioned.</p> <p>In the case of a child with hearing difference, and in accordance with ECECD procedure and parent consent, contact an NMSD EIDS Regional Supervisors for technical assistance during the transition conference in discussing communication considerations and the continuum of educational options (even if the child is not receiving direct NMSD EIDS services in early intervention).</p>	<p>the family at least 60 days prior to the child's 3rd birthday to determine whether the family is ready to proceed with the process, and with signing the consent for evaluation form.</p> <p>At the conclusion of the Transition Conference, the LEA will schedule a tentative date for LEA, FIT and the family to attend the EDT meeting.</p>	<p>by providing consultation around communication considerations.</p> <p>NMSD Center for Educational Consultation and Training (CECT) is available to provide consultation to the LEA regarding appropriate assessment/evaluation for children with hearing difference.</p> <p>When NMSD Part B services are a consideration, the NMSD EC principal will attend the transition conference, and collaborate with the LEA regarding its Joint Powers Agreement to consider placement options.</p> <p>NMSBVI will participate, when invited, in the transition conference for students who are blind or visually impaired. NMSBVI will provide current Functional Vision Evaluation and Learning Media Assessment, recommendations, and consultation as needed to the receiving program.</p> <p>NMSBVI will support the Transition team by providing consultation related to Consideration of Special</p>
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Factors for Children who are
Blind or Visually Impaired as
mandated by IDEA

INITIAL COMPREHENSIVE EVALUATION FOR PART B

- Part B team reviews current available assessment data (including Part C assessments).
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- 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
	<p>The LEA Special Education Director/designee will conduct the initial evaluation at an agreed upon time with the family, within 60 calendar days of the Consent form date for Preschool Evaluation signed by the parent(s) in the area of suspected disability.</p> <p>Information to be included in the initial evaluation: information provided from Part C that is no older than 6 months from the date of the transition conference, information provided by the family, a current vision and hearing screening within one year, a language Inventory, and comprehensive assessments needed in the area of the perceived disability.</p> <p>The evaluation will be conducted in accordance with 34 CFR s 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.</p>		<p>NMSD CENTER FOR EDUCATIONAL CONSULTATION AND TRAINING (CECT) is available to provide consultation to the LEA regarding appropriate assessment/evaluation for children with hearing difference.</p> <p>NMSBVI will provide a current Functional Vision Evaluation and Learning Media Assessment for students who are blind or visually impaired, to be used in eligibility determination and programming design.</p>

	<p>Throughout this process, the LEA Sp. Ed director/designee will provide any information in the family's native language or other mode of communication used by them.</p> <p>LEA Sp Ed director/designee shall provide a copy of the evaluation report to the parent(s) and, with parental consent, a copy to the referring FIT provider.</p> <p>NMSD CENTER FOR EDUCATIONAL CONSULTATION AND TRAINING (CECT) is available to provide consultation to the LEA regarding appropriate assessment/evaluation for children with hearing difference.</p> <p>With parent consent the LEA will contact NMSBVI if there is a student with visual impairment who may be in need of services.</p>		
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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
The child's Family Service Coordinator from FIT may accompany the family to the eligibility determination	At a mutually agreed upon time and place, the LEA Sp Ed director/designee will assure that a group of qualified		NMSBVI will participate, with parent permission on the EDT and, IFSP/IEP team.

<p>meeting at the parent's request, and will be provided a copy of the eligibility determination report with parent consent.</p>	<p>professionals, the parent/guardian of the child, and any other appropriate agencies will meet to determine whether the child is a child with a disability in accordance with state and federal regulations.</p> <p>In addition to any new testing done by the LEA, the team determines eligibility for Part B services by including a review and use of existing Part C evaluations/assessments as part of the initial evaluation. This information must be current (have been administered within six months of the date of the Transition Conference) in order to be considered valid.</p> <p>The invitation will be mailed to all participants (best practice/ten days prior).</p> <p>If the child will be turning 3 during the summer months when school is not in session, the LEA may develop the IEP in the spring prior to the child's third birthday.</p> <p>The NMSD Center for Educational Consultation and Training (CECT) consultant is available for consultation to the LEA regarding Part B eligibility for any child who has a hearing</p>	<p>NMSBVI will provide current assessment information and present levels of performance in a timely manner, when given sufficient notice to prepare reports to be used in eligibility determination and program design.</p> <p>NMSD: NMSD EIDS staff attends the EDT meeting, with parent permission, when the child has been receiving those services under Part C.</p> <p>The NMSD Center for Educational Consultation and Training (CECT) consultant is available for consultation to the LEA regarding Part B eligibility for any child who has a hearing difference.</p> <p>The NMSD ECE Principal attends the EDT meeting when NMSD Part B services are being considered.</p> <p>NMSBVI will participate at the Eligibility Determination Meeting for students who are blind or visually impaired.</p>
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	<p>difference: The NMSD ECE Principal attends the EDT meeting when NMSD Part B services are being considered.</p>		
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EVALUATION REPORT AND DOCUMENTATION OF ELIGIBILITY SENT TO PARENT

6.31.2.10

F. Eligibility determinations.

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

FIT PROVIDER	LEA	HEAD START	OTHER
With written parental release, the family service coordinator will receive a copy of the evaluation report and EDT meeting.	LEA Sp. Ed director/designee shall provide a copy of the evaluation report and the documentation of the eligibility determination to the parent(s) and, with written parental release, a copy of this documentation to the referring FIT provider and any other participating agency.	Once the family has applied and the child is enrolled, then the child's information will be provided. If the child will attend the Head Start program, a copy of the EDT will be received by the appropriate Head Start program with parent consent.	

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 family 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
<p>Post transition 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 FIT Program's service standards.</p> <p>Upon parent request, the family service coordinator/providers will attend the IEP meeting.</p> <p>Post transition service coordination activities must be documented in the IFSP.</p> <p>Post transition consultation is also available to receiving agencies for up to 4 hrs. (within the month after transition) across</p>	<p>The LEA IEP team is responsible for the development of the IEP. The invitation to the IEP meeting will be mailed to the parent/guardian within a time frame that allows for participation, and at least 10 days prior to the scheduled date if possible for the meeting by the Sp.Ed Director/designee.</p> <p>Other agencies invited to the meeting with the approval of the parent/guardian, will be notified in writing through the Invitation to the IEP meeting.</p> <p>The IEP will be developed according to Federal and State</p>	<p>A representative from Head Start will be invited to the IEP meeting as appropriate with parent consent.</p>	<p>NMSBVI will be invited to the IEP at the parent/guardian's request.</p> <p>NMSD EIDS provider will attend the IEP meeting at the parents' request to assist in carrying over the IEP goals into the home environment; however, their services are not listed on the IEP.</p> <p>*NMSD CECT staff is available to participate on the IEP team and assist the LEA in setting goals and objectives, provide suggestions for environmental modifications and provide recommendations for level of service.</p>

<p>all service disciplines that the child was receiving under the IFSP , in order to help the receiving agency regarding the child's intervention needs. This service must be documented in the transition pages of the IFSP as well.</p>	<p>regulations.</p> <p>If the child's 3rd birthday occurs during the school year, transition shall occur by the first school day after the child turns 3; or if the child's 3rd birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin.</p>		<p>*NMSD CECT staff is available to support the IEP team regarding the Communication Considerations for children with a hearing difference IEP addendum even if the hearing difference is not the child's primary disability.</p>
<p>The family will be offered follow-up service coordination by TCW once the child transitions.</p>	<p>In the case of a child with a hearing difference, even if the hearing difference is not the child's primary qualifying condition, the communication "Considerations for Children with a Hearing Difference" IEP addendum MUST be completed by the IEP team to facilitate discussion around the child's communication needs.</p>		<p>* If the child is eligible for NMSD Part B program, NMSD ECE principal will coordinate the IEP with the LEA.</p>
	<p>NMSD CECT staff is available to support the IEP team regarding the Communication Considerations for children with a hearing difference IEP addendum.</p> <p>NMSD CECT staff is available to participate on the IEP team and assist the LEA in setting goals and objectives, provide suggestions for environmental modifications and provide</p>		<p>NMSBVI Infant/Toddler 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/objectives, provide suggestions for environmental modifications and provide recommendations for level of service.</p> <p>NMSBVI will complete the <i>Consideration of Special Factors</i> 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</p>

	<p>recommendations for level of service.</p> <p>*If the child is eligible for NMSD Part B program, NMSD EC principal will coordinate the IEP with the LEA.</p> <p>With parent consent the LEA will contact NMSBVI if there is a student with visual impairment who may be in need of services.</p>	<p>transitioning child who they are serving in their Infant/Toddler Program and making recommendations to the IEP team based on this information.</p> <p>NMSBVI will participate, with parent/guardian permission, on the IEP team for students who are blind or visually impaired. NMSBVI will assist in setting goals, provide suggestions for environmental modifications, and recommendations for services. NMSBVI will provide input on the Consideration of Special Factors for students who are blind or visually impaired including instruction in Braille.</p> <p>NMSBVI will provide NMVICount information for students who are blind or visually impaired to the receiving program. The NMVICount is the federal APH census that provides support and educational materials to the district and students through the NM-IRC lending library, such as textbooks (braille, adapted textbooks), enlarged materials, and other adapted materials available from APH (The</p>
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American Printing House for the
Blind). Phone contact for NM-
IRC: (575-439-4438).

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.

Stephen Aguirre, Director

High Plains Regional Center Cooperative

Date:

Beverly Grano
Beverly Grano, Early Childhood Coordinator

The Children's Workshop

3-29-23
Date:

Kristie Medina
Kristie Medina
Raton Municipal Schools

3/29/23
Date:

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Kristi Halus

3/28/2023

Kristi Halus, EIDS

Date:

Regional Supervisor, New Mexico School for the Deaf

Amber Ohlinger, NMSBVI

Date:

Infant /Toddler Program Coordinator

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Kristi Halus, EIDS

Regional Supervisor, New Mexico School for the Deaf

Date:



Amber Ohlinger, NMSBVI

Infant/Toddler Program Coordinator

3/30/23

Date:

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Amy Roble, Superintendent

Date:

Maxwell Municipal Schools

Gary Salazar, Interim Superintendent

Date:

Springer Municipal Schools

DocuSigned by:



5/11/2023

Adan Estrada, Superintendent

Date:

Cimarron Municipal Schools

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Amy Roble, Superintendent
Maxwell Municipal Schools

5/10/23

Date:

Gary Allison, Superintendent
Springer Municipal Schools

Date:

Adan Estrada, Superintendent
Cimarron Municipal Schools

Date:

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Amy Roble, Superintendent
Maxwell Municipal Schools
Date: 5/10/23



Gary Allison, Superintendent
Springer Municipal Schools
Date: 5/24/2023

Adan Estrada, Superintendent
Cimarron Municipal Schools
Date: _____