

MEMORANDUM OF UNDERSTANDING (MOU)

EASTERN PLAINS TRANSITION TEAM:

- I. Purpose:** The purpose of this memorandum of understanding (MOU) is to facilitate smooth & effective transition for eligible children & their family, resulting in uninterrupted services as well as to assist providers to communicate, be knowledgeable & consistent in the transition process, and be in compliance with federal & state laws and regulations.

TEAM MEMBERS

Local Education Agencies – Part B

REC – 6 (Dora, Elida, Floyd, Fort Sumner,
Grady, House, Logan, Melrose, San Jon, Texico Schools)
Tucumcari Public Schools

FIT Agencies – Part C

ENMRSH
MECA

State Supported Schools

New Mexico School for the Deaf (NMSD) & Parent-Child Program
New Mexico School for the Blind & Visually Impaired (NMSBVI)

Other Partners

Eastern Plains Early Head Start & Head Start
Presbyterian Medical Services Quay County Home Visiting Program
Parents Reaching Out (PRO)

**IF YOU ARE A MEMBER OF THIS TRANSITION TEAM, PLEASE CONTACT
Amy Terry, aterry@loganschool.net, Cindy Wilcox, cwilcox@rec6.net, or Scott McMath, smcmath@rec6.net
TO MAKE SURE THAT YOU ARE RECEIVING UP TO DATE INFORMATION**

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I. DEFINITION OF TERMS

CAPTA / Child Abuse Prevention Treatment Act – Is the “Keeping Children Safe” Act of 2003. This law requires that NM develop provisions & procedures for referral of a child under the age of 3 who is involved in substantiated child abuse or neglect to early intervention services funded under FIT Part C of the Individuals with Disabilities Education Act / IDEA. The Disabilities Education Improvement Act of 2004 also identifies children who are affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure. IDEA ‘s intent is not to require state early intervention programs to provide a multidisciplinary evaluation for all children referred to FIT Part C as the result of being the subject of a substantiated case of child abuse or neglect or affected by illegal substance abuse. Rather the intent is to ensure that these children are screened, either by a designated primary referral source or FIT Part C provider to determine whether a referral for an evaluation for early intervention services is warranted.

Children Youth & Families/ Department of Protective Services (CYFD/CPS)- a NM Program that protects children from neglect and abuse and works with parents, families, and caregivers to strengthen the child, parenting, and the family unit. They provide investigation, treatment, foster care, and adoptive and home visiting services.

Child Care- home and public childcare providers that care for children to meet their needs and work with them on development, behavior, and self-help skills, etc.

Comprehensive Multidisciplinary Evaluation (CME) - Part C Early Intervention Services –the process of determining a child’s eligibility for early intervention services. It involves a review of pertinent records related to the child’s current health status and medical history; a determination of strengths, needs, quality of performance, and level of functioning of the child in each developmental area; and an explanation of how the status in each of the developmental areas affects the child’s overall functioning. A written report summarizing findings completes the evaluation.

Early Childhood Learning Network (ECLN), a department at the University of New Mexico’s Center for Development and Disability (CDD), comprised of the two programs that are contracted with the state to provide training and technical assistance to the Part C programs and the Part B programs throughout the state.

Early Childhood Education & Care Development (ECECD) – The Department’s aim to create a more cohesive, equitable, and effective early childhood system in New Mexico. That means coordinating a continuum of programs from prenatal to five—and ensuring the families in every corner of the state can access the services they need. The Department also oversees childcare programs—as well as food and nutrition programs that serve older children and families.

Early Head Start – a program that provides low-income pregnant women and families with children from birth to age 3 with family-centered services that facilitate child development, support parental roles, and promote self-sufficiency.

Early Intervention Provider – an organization or individual that provides any service(s) covered under state regulations, meets the requirements established for early intervention services, and has either been certified as a provider of early intervention services by the Department of Health or provides services through an intra-agency or inter-agency agreement with that Department.

Early Childhood Outcomes (ECO) - A federal system established to assess the progress of young children (birth to five) in the areas of 1. Positive social and emotional skills. 2. Acquisition of knowledge and skills. 3. Taking appropriate action to meet child’s needs.

Eligible Child- Part C Early Intervention Services – children birth to three years of age who reside in the state and meet the criteria within state regulations for “Developmental Delay,” (i.e. – 25 % delay in one or more areas of development) “Established Condition,” or “At Risk for Developmental Delay.”

Eligible Child - Part B – Preschool Special Education / Related Services – any child ages 3, 4, or 5 who resides in the state and is determined to have delays in development which are at least two standard deviations below the mean on a standardized test instrument or 30 percent below chronological age in one or more areas of development and meets the Part B eligibility criteria for one of the 14 areas of eligibility inclusive of “Developmental Delay.”

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

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

Family Infant Program (FIT)-New Mexico’s Part C state agency responsible for overseeing local early intervention providers. The FIT program is under the state Department of Health (DoH). DoH is known as the Part C Lead Agency.

FOCUS – New Mexico FOCUS: Essential Elements of Quality for Center-Based Early Care and Education Programs

Head Start –a program, funded under Title V of the Economic Opportunity Act of 1964, as amended, and carried out by a Head Start agency or delegate agency, that provides ongoing comprehensive child development services. The program serves children ages 3 to 5 which include children with developmental needs.

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

Individualized Education Program (IEP) – a written plan for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with requirements of IDEA, Part B. Suggestions to make parents attend an IEP regardless of whether they are transitioning. IEP's are supposed to be completed by the child's first day of school.

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

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

Early Childhood Instructional Coach- a neutral party from either ECLN or one the REC's, who is assigned to a community-based transition team to assist the team in their efforts to work together collaboratively and to provide information to and from the state level agencies as needed.

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

Parent – a natural or adoptive parent of a child; a guardian; a person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives or a person who is legally responsible for the child's welfare); or a surrogate parent who has been assigned in accordance with state regulations. A foster parent may act as a parent under the Act if the natural parents' authority to make the decisions required of parents has been terminated under state law; and the foster parent has an ongoing, long-term parental relationship with the child; is willing to make decisions required of parents under the Act; and has no interest that would conflict with the interests of the child.

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

Regional Education Cooperative (REC) – an educational facility that provides services and technical assistance to rural school districts.

School Year – the dates established by each district/LEA for its schools to be in session during a given academic year.

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

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

State-Supported Schools – a state-supported public program confirmed as such by the State Constitution. State-supported schools are State Universities, the CYFD Programs, the New Mexico Military Institute, the New Mexico School for the Blind and Visually Impaired (NMSBVI), and the New Mexico School for the Deaf (NMMSD).

Transition Team Leader- a person or persons designated by each local transition team to function as the coordinator of logistics for the team. This may include scheduling meeting times and locations, developing an agenda, and, if determined by the team, acting as facilitator for each meeting.

Transition – the process for a family and eligible child of moving from one service, location, or program to another. This process includes discussions with, and training of, parents regarding future placements and other matters related to the child’s transition; procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting; and with parental consent, the transmission of information about the child to a program into which the child might transition to ensure continuity of services, including evaluation / assessment / Present Levels of Performance information and IFSP’s and other information as needed.

Transition Conference – the required FIT Conference convenes at least 90 days prior to the child’s third birthday. The child may transition from early intervention services to Part B Preschool / Head Start / childcare / remain home / home / another program/ etc. The purpose of the conference is to provide information to the family to make placement decisions and to ensure a smooth and effective transition from FIT Service. The FIT SC schedules the Transition Conference and documents it on the IFSP Transition Plan per parent and team decisions. If the child MIGHT be eligible for Part B Preschool Services, the LEA MUST be invited to the conference.

II. TERMS OF THE AGREEMENT

Upon completion and/or revision of the MOU, team members will inform any party involved in the transition process in their local areas of the contents/changes in the MOU within a maximum of thirty (30) days through any of the following methods as appropriate:

-phone calls - emails - handouts - meetings -trainings

III. MONITORING AND EVALUATION OF THE AGREEMENT

To evaluate the effectiveness of the agreement, the team members will discuss effectiveness of the agreement during team meetings. Issues to discuss (both successes and challenges) will be submitted to the team leader and/or coach prior to the meeting during the call for agenda items.

Signatories agree to the following:

- Make the process of moving from one service provider or service system to another as family friendly and seamless as possible.
- Provide information and support to assist the family in clarifying their hopes, dreams, and preferences, and participating effectively in the transition process.
- Follow program visitation processes.
- Develop common terms, forms, protocols, testing and procedures to lessen duplication and aid in meeting eligibility and enrollment requirements, when possible.
- Maximize community education, child identification, service availability, resources, Child Find and public awareness activities through regular meetings and coordination of health fairs and a system of information sharing and referral.
- Collaborate on training or technical assistance opportunities available for staff and parents in preschool and public-school settings.
- ***Attend Transition Team Meetings or send a representative if necessary.***

V. INTERAGENCY DISPUTE PROCESS

In the event of a dispute or concerns relating to the MOU and/or transition process, all cooperating agencies agree to contact the specific agency in which the concern arises in attempt to resolve concerns. If concerns cannot be resolved in this way, or if concerns affect the larger group, concerns will be addressed during the yearly meeting.

VI. DURATION

This memorandum of understanding becomes effective April 1, 2021 and expires March 31, 2025. An annual review will allow for any changes or addendums.

VII. WORKING PROCEDURES, TIMELINES, AND RESPONSIBILITIES IN TRANSITION PROCESS

a). NOTIFICATION

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

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

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

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

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

FIT PROVIDER	LEA	HEAD START	OTHER
<ul style="list-style-type: none"> • will provide quarterly notifications to individual school district via mail and/or fax (by the 15th of the following months: March, June, September, and December) • provide the following information on each child for each of the respective LEA’s: <ul style="list-style-type: none"> - Last Name, First Name, Middle Initial - DOB - LEA in which child resides. 	<ul style="list-style-type: none"> • Individual school district will acknowledge receipt of quarterly list via email. • Will notify FIT Provider Program Coordinator if notification list not received within 15 days of the specified deadline. 		

<p>- Contact information for parents/guardian. Even if there are no children on the listing for a particular quarter. Part C will send this information to Part B providers</p> <ul style="list-style-type: none">• If referred more than 45 days, but less than 90 days, prior to a child's 3rd birthday, transition options will be discussed during the initial IFSP meeting. The referral to the LEA will indicate late referral to Part C.			
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b.) TRANSITION PLANNING

- Individualized steps and services added to IFSP

NMAC 7.30.8.13 (C)

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

6.31.2.11(A)(4)

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

6.31.2.11(A)(5)

- (b) Each LEA shall promote parent and family involvement in transition planning with Part C programs, community programs and related services providers at least six months before the child is eligible to enter the LEA’s Part B preschool program.
- (c) Each LEA shall establish and implement procedures to support successful transitions including parent training, professional development for special educators and general educators, and student and parent self-advocacy training and education.
- (d) Each LEA shall assist parents in becoming their child’s advocates as the child makes the transition through systems.

FIT PROVIDER	LEA	HEAD START	OTHER
<ul style="list-style-type: none"> • At the initial IFSP meeting, the service coordinator shall ensure that the family is fully aware of: <ul style="list-style-type: none"> (1) A transition plan shall be developed with the parent(s) for each eligible child and family 	<ul style="list-style-type: none"> • LEA will coordinate with early intervention providers to facilitate visits by families to classrooms and/or learn about services provided by the school district or other agencies as 	<ul style="list-style-type: none"> • Head Start will coordinate with early intervention providers to facilitate visits by families to classrooms and/or learn about services provided. 	<ul style="list-style-type: none"> • The following agencies: NMSBVI, NMMSD, and Inclusion Specialists will provide information and support to families and providers regarding transition options as requested.

<p>that addresses supports and services after the child leaves the FIT program.</p> <p>(2) The transition plan shall be included as part of the child's IFSP and shall be updated, revised, and added as needed.</p> <p>(3) The following is the timeline for developing the transition plan:</p> <p>(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;</p> <p>(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</p> <p>(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</p>	<p>appropriate.</p>		
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<p>this rule.</p> <ul style="list-style-type: none">• The service coordinator will ensure that the family is fully aware of the array of service and program options available after transition, such as Part B preschool programs, state supported schools (NMSBVI or NMSD) or community-based settings.• The Service Coordinator will work with other entities based on parent's choice. Such as, but not limited to, Head Start, Inclusion Specialist and PRO.			
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c.) REFERRAL TO LEA

- Referral form sent to LEA with parent consent

7.30.8.13 D (1)

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

7.30.8.13 D (2)

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

7.30.8.7 K

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

FIT PROVIDER	LEA	HEAD START	OTHER
<ul style="list-style-type: none"> • The Service Coordinator will submit, via fax, a Transition Referral Form to the Local Education Agency (LEA) at least 60 days prior to the Transition Conference, and if possible 6 months prior to the child’s third birthday. 	<p>Contact person listed in Appendix B will confirm the receipt of the Referral Form via email.</p> <ul style="list-style-type: none"> • In the event of a late referral received after the first week of May through the first day of school, the designated contact person in Appendix B will advise the appropriate staff and the process will 		

<ul style="list-style-type: none"> • If a child will be turning three during the summer months, Part C will contact the LEA by the first week of May to ensure adequate time for evaluation. The FIT provider will notify the designated contact person listed in the appendix regarding late referrals. The FIT provider is responsible for meeting all timelines for Part C and will follow the transition process in working with the family. The Part C provider will contact the LEA at the beginning of the school year to confirm that information has been received over the summer and verify the status of placement. • If referred more than 45 days, but less than 90 days, prior to a child's 3rd birthday, transition options will be discussed during the initial IFSP meeting. The referral to the LEA 	<p>resume after the first day of school. The designated contact person listed in the appendix will verify the receipt of the referral via email.</p>		
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<p>will indicate late referral to Part C. If the FIT provider determines that the child is potentially eligible for Part B services, the referral may be made prior to FIT eligibility determination and the development of an IFSP and transition plan, again with the parent's consent. The family service coordinator should check the box "90-day timeline for this meeting cannot be met due to child not being enrolled in the FIT Program at that time" on the Transition Referral Form.</p>			
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d). 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; and
6. with permission of the parent(s), include other early childhood providers (early head start/Head Start, childcare, 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
<ul style="list-style-type: none"> • The Family Service Coordinator will request updated assessment information and/or reports from IFSP team members, including NMSBVI and NMSD (if appropriate). • With parent consent, the Family Service Coordinator will coordinate the completion of the Transition Assessment Summary Form with the IFSP team, including NMSD and NMSBVI (if appropriate), and submit to the LEA at least 30 days prior to the Transition Conference. • The Family Service Coordinator will consider the parent(s) needs for childcare in the transition planning process. • In the case of a child with a documented visual impairment, the FIT Family Service Coordinator will contact NMSBVI for technical assistance during the transition conference to discuss the continuum of educational options. • In the case of a child that was referred during the months of 	<ul style="list-style-type: none"> • The LEA representative will confirm receipt of information via email to the service coordinator. • The LEA representative will review information and distribute it to the appropriate personnel and determine if further information is needed. • In the event of a summer referral, the LEA representative will contact service coordinator to verify the transition status of the child and to determine next steps. 		<ul style="list-style-type: none"> • NMSD and NMSBVI will provide information as requested.

<p>May through July the FIT Provider will mail the Referral and Transition Assessment Summary Forms during the third week of July to the appropriate LEA, should the LEA not be fully staffed during the summer months.</p> <ul style="list-style-type: none"> • If the child is potentially eligible for Part B preschool services through the local education agency (LEA), with parent consent, the LEA representatives will be invited to participate in the Transition Conference. The invitation will be sent at least 30 days prior to the Transition Conference. • With approval of the parents, other relevant service providers will also receive a written invitation (NMSD, NMSBVI, Head Start, childcare providers, etc.). 			
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e.) TRANSITION CONFERENCE

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

7.30.8.13 (G) (7) Transition conference: The transition conference shall be facilitated by the family service coordinator to include:

- (a) a review of the parent(s)'s preschool and other service options for their child;
- (b) a review of and, if needed, a finalization of the transition plan;
- (c) a review of the current IFSP, the assessment summary and any other relevant information;
- (d) the transmittal of the IFSP, evaluation and assessments and other pertinent information with parental consent;
- (e) an explanation by an LEA representative of the IDEA Part B procedural safeguards and the eligibility determination process, including consent for the evaluation;
- (f) as appropriate, discussion of communication considerations (if the child is deaf or hard of hearing) and Braille determination (if the child has a diagnosis of a visual impairment), autism considerations, and considerations for children for whom English is not their primary language;
- (g) discussion of issues, including enrollment of the child, transportation, dietary needs, medication needs, etc.; and
- (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
<ul style="list-style-type: none"> • The child’s IFSP team will attend the transition conference. • The family’s service coordinator shall facilitate this meeting to ensure the following: <ul style="list-style-type: none"> - Review the child’s service and program options. - Review the IFSP, evaluation, assessment information, and other relevant data/information. - Review whether all current evaluation and / or assessments have been given to the LEA. - With parental consent, refer child for an initial Part B evaluation. • The Family Service Coordinator shall document all outcomes and decisions of the Transition Conference in the IFSP. • If a parent 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 	<ul style="list-style-type: none"> • LEA will participate in the Transition Conference arranged by the designated early intervention provider. • LEA may obtain the consent from the parent(s) to conduct the initial evaluation for Part B either at Transition Conference or prior to evaluation. • LEA may 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. • LEA will determine the need for additional evaluation, assessment, and information. • LEA will provide the parents a copy of the procedural safeguards under the IDEA and may obtain parental consent to conduct an initial evaluation and to invite other agencies to the IEP (i.e., NMSD, NMSBVI, 	<ul style="list-style-type: none"> • Head Start will attend and participate in the Transition Conference with parent permission. • Head Start will support and participate in transition activities to assist in the transition process as defined in the IFSP. 	<p>New Mexico School for the Deaf will:</p> <ul style="list-style-type: none"> • In the case of a child with a hearing loss, and in accordance with DOH procedure and with parent consent, contact an NMSD Regional Supervisors for technical assistance during the transition conference in discussing communication considerations and the continuum of educational options. • Provide a comprehensive overview of the transition process and provide information on services to families, including eligibility and enrollment information. • Contacts the local LEA through its Joint Power’s Agreements to collaboratively consider placement options and participate in and conduct IFSP/IEP meetings. • Participate in the Transition Conference and, if acting as FIT Service Coordinator, facilitate that conference per FIT

<p>Family Service Coordinator will also provide the family a copy of their procedural safeguards at this time.</p>	<p>Part C, Head Start, etc).</p>		<p>regulations.</p> <ul style="list-style-type: none"> • Support each family in acquiring a comprehensive and current evaluation including audiological prior to transition. • Support the team by providing consultation related to Special Considerations for Children who are Deaf or Hard-of-Hearing as mandated by IDEA at the Transition Conference and IEP meeting. • Provide referral to the NMSD Outreach School Age Consultation Program to the receiving LEA, Head Start, or another placement agency if placement is other than NMSD Preschool. • Work together with other local FIT providers, Early Head Start, Head Start, and /or LEAs to best meet the needs of children who are deaf or hard of hearing in the community and support attainment of outcomes and goals contained in the IFSP/IEP. <p>New Mexico School for the Blind & Visually Impaired will:</p> <ul style="list-style-type: none"> • Provide information to parents/guardian of children
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			<p>who are eligible to transition regarding options for services.</p> <ul style="list-style-type: none">• Coordinate transition information/efforts with other service providers.• Support each family's efforts to have a current ophthalmologic report prior to transition.• Provide current assessment information, recommendations and consultation as needed to the receiving program.• Participate, when invited in transition conferences/meetings and help the team and family consider placement options and adaptations that may be needed.• Participate with parent permission and provide current functional vision assessment or determine if further vision assessment is needed.
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f.) 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

FIT PROVIDER	LEA	HEAD START	OTHER
<ul style="list-style-type: none"> • If the parents refuse or choose not to give consent for evaluation in Part B, the Family Service Coordinator will provide parents prior written notice that documents the parent’s decision regarding consent for evaluation for Part B and remind the family that Part C services end at age three. The Family Service Coordinator will also provide the family a copy of their procedural safeguards at this time. • Parents who decide not to proceed with eligibility determination for Part B should be given contact information for the LEA in which they reside. It should be made clear that after they exit the FIT program, they may contact the LEA in the future and request an initial evaluation. 	<ul style="list-style-type: none"> • LEA 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 evaluation. • LEA will schedule a date for initial evaluation. • LEA will conduct the initial evaluation within 60 days of the Parent Consent Form for Preschool Evaluation signed by the parent(s). • LEA 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 		<p>New Mexico School for the Deaf will:</p> <ul style="list-style-type: none"> • In the case of a child who is deaf or hard-of-hearing, and in accordance with DOH procedure and with parent consent, contact an NMSD Regional Supervisors for technical assistance to the transition team in discussing communication considerations and the continuum of educational options. • Provide consultation regarding appropriate assessment/evaluation for children with hearing loss. <p>New Mexico School for the Blind & Visually Impaired will:</p> <ul style="list-style-type: none"> • Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination

	physical condition, social or cultural background. Part C information will also be considered throughout the evaluation.		and programming design.
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g.) ELIGIBILITY DETERMINATION MEETING

6.31.2.11(A)(5)(f)

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

6.31.2.10

F. Eligibility determinations.

(1) General rules regarding eligibility determinations

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

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

6.31.2.7(B)(2) “Child with a disability”

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

(a) is aged 3 through 21 or will turn 3 at any time during the school year;

(b) has been evaluated in accordance with 34 CFR Secs. 300.304-300.311 and any additional requirements of these or other public education department rules and standards and as having one or more of the disabilities specified in 34 CFR Sec. 300.8 including intellectual disability; a hearing impairment including deafness; a speech or language impairment; a visual impairment including blindness; emotional disturbance; orthopedic impairment; autism; traumatic brain injury and other health impairment; a specific learning disability; deaf-blindness; or being developmentally delayed as defined in 6.31.2.7(B)(4) NMAC and who has not received a high school diploma; and

(c) at the discretion of each local educational agency and subject to the additional requirements of Subsection 2 of Paragraph F of 6.31.2.10 NMAC, the term “child with a disability” may include a child aged 3 through 9 who is evaluated as being developmentally delayed and who, because of that condition, needs special education and related services.

6.31.2.7(B) (19) NMAC

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

FIT PROVIDER	LEA	HEAD START	OTHER
<ul style="list-style-type: none"> Family Service Coordinators and/or IFSP team members will attend the Eligibility Determination Meeting with the consent of the parent (s). 	<ul style="list-style-type: none"> LEA will assure that a group of qualified professionals and the parent of the child must determine whether the child is a child with a disability in accordance with state and Federal regulations. LEA will determine eligibility for Part B services that includes the review and use of existing Part C evaluations and assessments and the IFSP information as part of the initial evaluation. Evaluations must have been administered within six months to be considered valid. LEA will, with the consent of parent (s), invite service coordinators and/or IFSP team members to Eligibility Determination Meeting. 		

h.) 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
<ul style="list-style-type: none"> • If eligibility is unknown to FIT provider, then FIT provider will contact the LEA to determine if the child was found eligible. 	<ul style="list-style-type: none"> • LEA shall provide a copy of the evaluation report and the documentation of the eligibility determination to the parent(s) and, with parental consent, a copy of this documentation to the referring FIT provider 		

i.) INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPED

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

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

7.30.8.13 I (1)

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

FIT PROVIDER	LEA	HEAD START	OTHER
<ul style="list-style-type: none"> The FIT provider, if invited, will attend the IEP meeting. 	<ul style="list-style-type: none"> The initial IEP meeting for a preschool child with a disability must occur within thirty calendar days from the determination that the child is a child with a disability and eligible for special education and related services. If the parent consents, the LEA will invite the FIT service providers and other partners such as Head Start to the Initial IEP meeting. LEA at the request of the parent must send an invitation to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition services. 	<ul style="list-style-type: none"> Head Start with the consent of the parent (s) may attend the IEP. 	<p>If invited, and with parent permission, the Inclusion Specialist will attend the IEP meeting.</p> <p>New Mexico School for the Deaf will:</p> <ul style="list-style-type: none"> 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 Outreach staff are available to IEP teams for support and consultation.

	<ul style="list-style-type: none"> • LEA will provide a copy of the Procedural safeguards to the parents. • 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 Regional Early Childhood Consultants are available to IEP teams for support and consultation. • Preschool services will begin on the first day of school unless otherwise stated on the IEP. 		<p>New Mexico School for the Blind & Visually Impaired will:</p> <ul style="list-style-type: none"> • 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. • Complete the Consideration of Special Factors form (from IDEA-04): 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.
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APPENDIX A:

DESCRIPTION OF THE AGENCIES INVOLVED

1) **NMSVBI (New Mexico School for the Blind and Visually Impaired) Early Childhood Programs (Birth to Three)** - PURPOSE/ MISSION: *“The mission of the New Mexico School for the Blind and Visually Impaired is to provide the training, support, and resources necessary to prepare blind and visually impaired children of New Mexico to participate fully in their families, communities, and the work force, and to lead independent, productive lives.”*

VALUES/PHILOSOPHY:

- 1) Commitment to advocacy for independence
- 2) Commitment to competence and skill development in all children with blindness/ visual impairment
- 3) Commitment to educational excellence
- 4) Commitment to The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities
- 5) Commitment to high quality education standards for educators in the field of vision

Services are provided state-wide. The Developmental Vision Specialist for Curry, Quay, DeBaca, Guadalupe & Roosevelt Counties is Ronda Dalley (575) 430-7621 rdalley@nmsbvi.k12.nm.us.

Eligibility Criteria:

- 1) Concern about vision development of parent, team, or Doctor of Child; **AND**
- 2) Etiology placing child “at risk” for a visual impairment; **OR**
- 3) Established eye condition

Referral Process:

- 1) Telephone call to request functional vision assessment
 - A) See Signatory Sheet for list of developmental specialists and area served, OR
 - B) Julie Maner (505) 859-0646
- 2) No referral from a primary care physician is needed.

A functional vision assessment will be completed to help determine if visual performance is adversely impacting learning.

Types of Service:

- 1) Consultation to family and team of child
- 2) Direct service to child and family
- 3) Vision assessment and program planning
- 4) Training and support to team serving child
- 5) Vision in-service support to agencies
- 6) Graduate level vision coursework through Personnel Prep Program through VIISA project.

How & Where Services Are Delivered: In child's natural environments including home, day care, and other family choices

2) NMSD Parent Infant Child Program [PICP] (Birth to six years) - Our Philosophy is that parents are the primary facilitators of their child's language development. Information and support for families utilizes a family's most natural resources which are their daily routines, family and friends, culture, community affiliations and home environment. It is critical that children who are deaf and hard of hearing have access to language through a visual and/ or auditory mode as close to birth as possible to maximize their opportunity to avoid or minimize delays in their development.

Our Mission is to provide home-based community services to children who are deaf and hard of hearing, birth through six years old, for the purposes of promoting and initiating long term parent advocacy. PICP provides information and modeling which will result in the overall development and growth of each child, especially in relation to communication. Services follow National and State Guidelines for Family Centered Practices and focus on family strengths and concerns.

Eligibility Criteria:

- 1) For ongoing services: Child has a permanent hearing loss of any degree (mild, moderate, severe, or profound) in one or both ears.
- 2) For consultation: Child is in the process of diagnosing a suspected hearing loss.

Referral Process:

- 1) Telephone call/ e-mail to request services or consultation.
 - a. PICP Director- Joanne Corwin, (505) 275-5433, e-mail: Joanne.Corwin@NMSD.k12.nm.us
 - b. Kristi Halus cell: (505) 690-3517, Fax: (505)476-6424. Serves Quay, De Baca & Guadalupe Counties.
 - c. Karla Sanchez cell: (505) 469-7455, Fax: (505)476-6424. Serves Curry & Roosevelt Counties.
- 2) No referral from primary care physician, ENT, or audiologist is required.
- 3) Follow FIT referral process.
- 4) Services are provided statewide.

Types of Services:

- Consultation to family & team of child.
- Direct service to child & family.
- Training and support to team serving child.
- Hearing loss in-service support to agencies and schools.

How and Where Services Are Delivered: In child's natural environments, including home, day care, and other family choices when primary care giver is present.

3) **(EASTERN PLAINS) EARLY HEAD START / HEAD START** - Developmentally comprehensive center-based programs for three to five-year-old children. Eligibility guidelines include low family income and at least 10% of the children have documented developmental disability. Services are at no charge to the family and include bilingual services. Transportation is not included. Families are encouraged to participate in services.

Early Head Start: A home or center-based day care program for children of low-income families with family centered services that facilitate child development, support parental roles, and promote self-sufficiency.

For more information: aromero@epcaa.org

4) **ECECD/PED PART B PUBLIC PRESCHOOL 3-4 PROGRAMS:**

The Preschool Special Education Programs are designed to provide specialized instruction to children who have disabilities before they reach school age. Individual programs vary and are based on the child's individual needs as decided by the IEP team.

Children must be three years of age. A child not coming from a FIT program would go through the following process: Child Find screenings, referrals and teacher referrals. If the screening results indicate a developmental delay may exist, trained professionals at no cost to the family will conduct a Multidisciplinary Evaluation. A committee to determine eligibility for services will review this information.

5) **ENMRSH Early Childhood Intervention (ECI)** – A local Clovis based, non-profit community program that is contracted with the NM Department of Health Family Infant Toddler Program that has been serving this area since 1990. Referrals are constantly sought from families and providers to help identify infants and toddlers (up to 3 years) and families that might benefit from service.

Possible reasons to refer are concerns with prematurity, low weight, sucking, spitting up, eating, few words, not understandable to others when speaking, ignores others, ear infections, using hands, sitting, crawling, walking, behavior, tantrums, anger, activity level, vision, hearing, medical, autism, etc. Services are voluntary, family driven, individualized, bilingual, and provided by our team and by partnering with other community and statewide service providers.

Developmental Screenings are provided at Child Finds and throughout the year in a variety of settings including the child's home, childcare or in the community. Eligibilities are: Developmental Delay (25%), Established Condition, Medical/ Biological, or Environmental Risk. Services are at no cost to families. Service Coordinator / Developmental Specialists II and III's have Bachelor and Masters Degrees and also receive extensive additional training. Licensed Speech, Physical, Occupational Therapists, Family Counselors and Social Workers provide screenings (developmental, vision and hearing), assessments, evaluations, and ongoing services. Comprehensive Multidisciplinary Evaluation (CME) Reports are done to determine eligibility and Individualized Family Service Plans (IFSP) are developed for eligible children. Children can receive services until the day before their 3rd birthday. At the time of discharge if eligible, children can then transition to the 3-4 Developmentally Delayed Preschool. We serve children with or without Medicaid in Curry, Roosevelt, De Baca, Quay and Guadalupe counties. To refer or for more info call 575-742-9032, fax 575-763-0426 or contact us at P.O. Box 1989, 2700 East 7th, Clovis, NM, 88101. Director of Early Childhood Programs lula.brown@enmrsh.org and Quality Assurance Manager jessi.stockwell@enmrsh.org.

6) **MECA** - Multicultural Evaluation & Consultation Associates (MECA) is an Early Childhood statewide program for families of infants and toddlers ages birth to three years of age. MECA provides early childhood services to children who have a developmental delay in one or more of the following areas: communication, gross and fine motor, cognitive, social-emotional, and self-help skills, or that may be at-risk for a delay due to medical or environmental concerns. Our staff is trained to support families and enhance the development of young children. Our goal is to evaluate and identify needs as early as possible and provide intervention services within the time frame when children learn the most.

We are a family-centered program, meaning we work in partnership with parents and caregivers to promote healthy growth and development through building relationship. Services through our program are FREE to families. Therefore, no family will be turned away because of an inability to pay for services. Our program is funded through the New Mexico Department of Health, Developmental Disabilities Support Division (DDSD) and functions under the Family Infant Toddler Program (FIT). We provided services to children in Curry, Chavez, Roosevelt, Lea, and Quay Counties. For more information or to make a referral: please call 575-763-9517, 201 E. Llano Estacado, Clovis, NM 88101, FAX: 575-742-2369, email-alisia@mecatherapies.com, edna.mecatherapieshvp09@gmail.com website- www.mecatherapies.com.

7) **Parents Reaching Out (PRO)** – Non-profit organization that works with parents, caregivers, educators, and other professionals to promote healthy, positive, and caring experiences for our families and children

8) **Presbyterian Medical Services Quay County Home Visiting Program:** The Parent Education / Home Visiting Program serves parents and caregivers of children up to three years of age. This includes adoptive and teen parents, as well as expectant parents. The goals are to provide educational services and child development guidance; to ensure that babies are born healthy; children are physically, emotionally, and mentally healthy; children are safe; children and parents have a nurturing relationship; the parents and caregivers are connected to formal and informal supports in the community; and children are ready for school. This program is built on the belief that a parent is their child's first and most important teacher.

APPENDIX B: Contacts

Schools

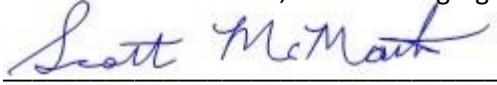
School	Phone	Dispute Contact	School Year Contact	Summer Contact
Dora	575-477-2216	SPED Director	SPED Director	SPED Director
Elida	575-274-6211	SPED Administrator	SPED Teacher	Superintendent
Floyd	575-478-2211	SPED Director	SPED Teacher	Superintendent
Fort Sumner	575-355-3338	SPED Director	SPED Director	SPED Director
Grady	575-357-2192	Superintendent	Principal	Superintendent
House	575-279-7353	Business Manager	SPED Director	Business Manager/Superintendent
Logan	575-487-2252	SPED Director	SPED Director	Superintendent
Melrose	575-253-4269	SPED Administrator	Speech Therapist	SPED Administrator
San Jon	575-576-2466	SPED Teacher	SPED Teacher	Superintendent
Texico	575-482-3801	Superintendent	SPED Teacher	Superintendent
Tucumcari	575-461-3910	Special Programs Director	Special Programs Director	Assistant Superintendent

Organizations

Organization	Dispute Contact	School Year Contact	Summer Contact
NMSD	NE Supervisor (Quay, DeBaca, and Guadalupe) 505-690-3517 SE Supervisor (Curry and Roosevelt) 505-469-7455	NE Supervisor (Quay, DeBaca, and Guadalupe) 505-690-3517 SE Supervisor (Curry and Roosevelt) 505-469-7455	Director 505-275-5433
NMSBVI	Infant Toddler Program Coordinator 505-859-0646	Developmental Vision Specialist 575-430-7621	Developmental Vision Specialist Infant Toddler Program Coordinator 505-271-3060
ENMRSH	Director of Early Childhood Programs 575-742-9033 Quality Assurance Manger 575-742-9065	Director of Early Childhood Programs 575-742-9033 Quality Assurance Manger 575-742-9065	Director of Early Childhood Programs 575-742-9033 Quality Assurance Manger 575-742-9065
MECA Therapies	Director Early Childhood 575-763-9517	Director Early Childhood 575-763-9517	Director Early Childhood 575-763-9517
Head Start	Director 575-762-9116	Content Area Specialist 575-762-9116	Content Area Specialist 575-762-9116
PMS Quay County Home Visiting Program	Central Region Director 505-994-1640	Parent Education Administrator 575-461-7964	Parent Education Administrator 575-461-7964

Appendix C – Signatures

IN WITNESS WHERE OF, the following signatures are affixed:

A handwritten signature in blue ink that reads "Scott McMath". The signature is written in a cursive style with a large initial 'S' and 'M'. Below the signature is a horizontal line.

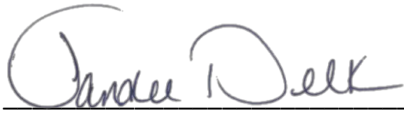
Scott McMath
Regional Education Cooperative #6

March 29, 2021

Date

Brandon Hays
Brandon Hays, Superintendent
Dora Consolidated Schools

3-22-21
Date



Tande Delk, Superintendent
Elida Municipal Schools

March 29, 2021

Date



Damon Terry, Superintendent
Floyd Municipal Schools

3-25-21

Date

Matt Moyer

Matt Moyer, Superintendent
Fort Sumner Municipal Schools

3/31/2021

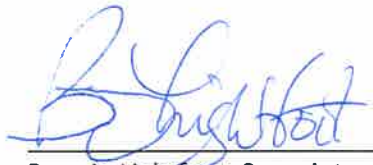
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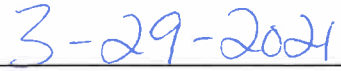
Elnabeth Grau, Superintendent
Grady Municipal Schools

3-29-2021

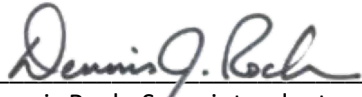
Date



Bonnie Lightfoot, Superintendent
House Municipal Schools



Date



Dennis Roch, Superintendent
Logan Municipal Schools

3/27/2021

Date

B. J. Stacy

Brian Stacy, Superintendent
Melrose Public Schools

3.25.21

Date

Janet Gladu

Janet Gladu, Superintendent
San Jon Municipal Schools

29 March 2021

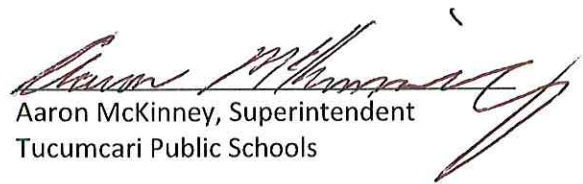
Date

Robert Brown

Robert Brown, Superintendent
Texico Municipal Schools

3/22/21

Date


Aaron McKinney, Superintendent
Tucumcari Public Schools

3/29/2021
Date

Karla Sanchez

Karla Sanchez, Southeast Regional Supervisor
NMSD

3/25/2021

Date

Ronda Dalley, TVIL, DSII

Ronda Dalley, Developmental Vision Specialist
NMSBVI

3-29-21

Date

Lula Brown DCP

Lula Brown, Director of Early Childhood Programs
ENMRSH

jessi.stockwell@enmrsh.org Digitally signed by jessi.stockwell@enmrsh.org
DN: cn=jessi.stockwell@enmrsh.org
Date: 2021.03.26 11:07:01 -06'00'

Jessi Stockwell, Quality Assurance Manager
ENMRSH

03/25/2021

Date

3/26/2021

Date

Alisia Johnson
Alisia Johnson, QA Director
MECA Therapies

Edna

Edna De La Rosa, Regional Director
MECA Therapies

3-29-21

Date

3/29/21

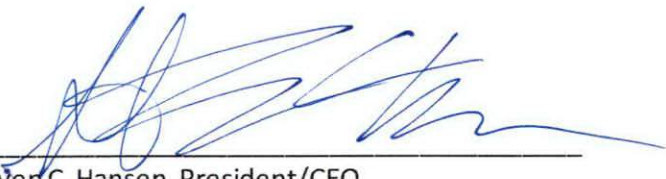
Date

Amy Romero

Amy Romero, Head Start Director
Head Start

3/25/21

Date



Steven C. Hansen, President/CEO

Date

Presbyterian Medical Services Quay County Home Visiting Program