EARLY CHILDHOOD TRANSITION TEAM
MEMORANDUM OF UNDERSTANDING
Between

Primary Partners:

Tobosa Developmental Services
Los Pasitos Early Intervention Program (Los Pasitos)

Multicultural Evaluation Consultant Association (MECA)
Early Intervention Program

Dexter Consolidated Schools (DCS)
Special Education Preschool Program

Hagerman Municipal Schools (HMS)
Special Education Preschool Program

Lake Arthur Municipal Schools (LAMS)
Special Education Preschool Program

Roswell Independent School District (RISD)
Special Education Preschool Program

Pecos Valley Regional Education Cooperative (PVREC)

South-Eastern New Mexico Community Action Corporation (SENMACAC)
Head Start Preschool Program

New Mexico School for the Deaf (NMSD)

New Mexico School for the Blind and Visually Impaired (NMSBVI)

The above listed agencies are collectively described as the
“Bridge to Success Transition Team”
Program: Schools RISD Parkview Early Literacy
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Assistant Superintendent of Special Services
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Director of Special Services
Contact Person: Shelley Bruns
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E-Mail: sbruns@risd.k12.nm.us

Program: SNMCAC Head Start
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Program: NM School for the Blind & Visually Impaired
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Program: Lake Arthur Municipal Schools
Address: 700 Broadway Lake Arthur, NM 88253
Contact Person: Paul Lessard
Phone Number: 575-365-2000
Fax: 575-365-2002
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Program: Pecos Valley Regional Education Cooperative
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Contact Person: Kelley Alsup
Phone Number: 575-626-8724
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PURPOSE

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

DESCRIPTION OF THE INVOLVED AGENCIES

Roswell Independent Schools District (LEA) is the public school agency with the responsibility for ensuring that FAPE is available to a child with a disability.

Dexter Consolidated Schools District (LEA) is the public school agency with the responsibility for ensuring that FAPE is available to a child with a disability.

Hagerman Municipal School District (LEA) is the public school agency with the responsibility for ensuring that FAPE is available to a child with a disability.

Lake Arthur Municipal School District (LEA) is public school agency with the responsibility for ensuring that FAPE is available to a child with a disability.

Tobosa Developmental Services/ Los Pasitos Early Intervention Program serves children from birth to three years of age with a developmental delay or who may be at risk for a developmental delay.

MECA Therapies Early Intervention Program serves children from birth to three years of age with a developmental delay or who may be at risk for a developmental delay.

NMSchool for the Deaf and NM School for the Blind and Visually Impaired may provide supports and services for children within this community. These agencies are full participants in this MOU and are involved in the transition process for children as appropriate in the following process if a hearing or visual impairment is identified after the transition, the local education agency (LEA) will contact the appropriated agency(ies). See addendum for further information.

Head Start provides comprehensive services to young children and their families. It is mandated that Head Start make 10% of enrollment opportunities available to children with disabilities and actively recruit children with disabilities. Income eligibility percentage will be based on Head Start funding source. Head Start will work with FIT service coordinators to assist families in the
Head Start application process including reviewing developmental and financial eligibility requirements. This process may be scheduled prior to the Transition Conference in order to assure enrollment in Head Start.

**ENMU Inclusion Specialist** provides services to early childhood programs that facilitate creating and maintaining inclusive environments for children who have been identified with special needs. The Child Care Inclusion Specialist is available to provide support to families and early childhood programs to ensure that all children are included in their early childhood program. The Child Care Inclusion Specialist will act as a liaison between child care providers and service providers.

**DEFINITION OF TERMS**

**Early Childhood Transition in New Mexico Flow Chart** outlines the timeline and responsibilities for both FIT and LEAs.

**FIT**- Family Infant Toddler Programs (**Los Pasitos and MECA Family Infant Toddler (FIT) Program**) is the program within the New Mexico Department of Health (NMDOH), the State lead agency designated to administer IDEA Part C early intervention in the State of New Mexico.

**Late Referral** - for LEAs and **Los Pasitos and MECA** is defined as any child who comes to a FIT provider less than 90 days prior to their 3rd birthday.

**Notification**- FIT providers provide a quarterly list of children who may be potentially eligible for early intervention services under the categories of Developmental Delay or Established Condition who reside in the LEAs district to include: the child’s first name, last name and middle initial; the date of birth; and contact information for parents.

**Parent Consent**- For purposes of **LEAs** are consent for evaluation only. For purposes of FIT providers is consent for release of records to Part B. Parent Consent for Head Start will be initiated during the application process for Head Start services.

**Potentially Eligible for Part B**- children eligible under the Part C established condition or developmental delay category and who will turn three within the next 12 months.

**Release of Records**- as noted on the **Transition Referral Form** is parent consent for exchange of information between FIT **Los Pasitos, MECA** and **LEAs** to include Transition Assessment Summary Form, evaluations, IFSPs, and all other documentation needed to facilitate smooth and effective transition in accordance with FERPA and HIPPA guidelines.

**STARS**- Student Teacher Accountability Reporting System is the New Mexico Education Public Department Accountability Data System. Each local education agency is responsible for reporting referrals and transition meeting dates from Part C to B in this system.
IMPLEMENTATION OF AGREEMENT

Copies of this MOU will be mailed or given in person to the primary partners in the Bridge to Success Transition Team. Each agency will meet with their respective appropriate staff members to inform and train on the contents of the agreement. All changes will be discussed and each person will get a copy of the MOU. Families will be informed of changes as needed in the transition process.

MONITORING AND EVALUATION OF THE AGREEMENT

The individual agencies will collaborate with one another regarding the MOU. The agencies will also meet internally regarding the MOU evaluation. Everyone will take responsibility for the evaluation effectiveness to make sure the agreement is working. This effectiveness will be discussed and evaluated at least two times a year at the Bridge to Success Transition Team meetings. If changes need to be made to the MOU they will be made before April so a new MOU can be drawn up and signed by the primary partners.

INTERAGENCY DISPUTE PROCESS

If agencies have a conflict they cannot resolve between themselves they will contact their state coordinators for guidance and clarification. If the dispute continues a meeting will be scheduled for the Roswell Transition Team to convene so they to assist with a resolution.

DURATION

This agreement will begin April 20, 2016 and end April 20, 2020. The MOU will be reviewed at the Bridge to Success Transition team meetings and updated as needed.
NOTIFICATION

**NOTIFICATION:** FIT providers must notify the LEAs of children who reside in the LEA’s educational jurisdiction and who are potentially eligible for Part B services. The list should include children who will turn three within the next 12 months.

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

**NMAC 6.31.2.11 (A) (4) (a)** Each LEA shall survey Part C programs within its educational jurisdiction in its child find efforts to identify children who will be eligible to enter the LEA’s Part B preschool program in future years.

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<td>The early intervention provider shall notify the Local Education Agency (LEA) of children that reside in the geographic area served by the LEA that may be eligible for preschool special education services. Notices shall be given monthly (August - May) on the 15th of each month. The notification will be hand delivered to the preschool office secretary or sent by email and followed up with a phone call. The FIT coordinator will provide a list to the LEA’s personnel upon return from summer break.</td>
<td>The LEA will receive information, review the list of potentially eligible children and confirm by phone or email to the FIT Coordinator, that the list is received. The Part B facilitator will receive the list and document the information. The LEA representative will contact the FIT coordinator on the first day back from summer break to receive the list of children.</td>
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**TRANSITION PLANNING**

**TRANSITION PLANNING BEGINS AT THE INITIAL IFSP:** By the time the child is 24 months of age, the transition plan will be updated. At least 90 days, and not more than 9 months before the child’s third birthday the transition plan shall be finalized at an annual IFSP or transition conference. The service coordinator meets with the family to identify and document the specific steps and actions that will support the child and family through the transition process. These individualized steps and actions are documented on the transition plan and are included in the IFSP.

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<td><strong>A.</strong> Transition planning shall begin early enough to allow the parents to exercise all their rights under state and federal statutes and regulations. Transition planning shall be a process involving meeting(s) and progressive steps toward the smooth and effective transitioning of each child and family.</td>
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<td><strong>B.</strong> Steps/actions shall be identified and included in the IFSP that support the child and family and ensure a smooth and effective transition. With involvement of the parents, such steps/actions shall include, at a minimum:</td>
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<td>1. Discussions with the parents regarding future program/service options to include preschool special education services and other community services that may be available and appropriate; representatives from these programs and services shall be included in these discussions to ensure an informed decision.</td>
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<td>2. Preparing the child and family for the changes and adjustments to a new setting;</td>
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<td>3. With parental consent and in accordance with regulation, the transmission of information, including evaluation and assessment information and copies of IFSPs to ensure continuity of services.</td>
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<td>Transition planning will be discussed at the initial IFSP. By 24 months of age steps/actions shall be identified and included in the IFSP which support the child and family and ensure a smooth and effective transition that leads to successful outcomes. With involvement of the families, such steps/actions shall include at a minimum: 1) Discussions with the families regarding future program/service options to include preschool special education services and other community services that may be available and appropriate.</td>
<td>The LEA will coordinate with early intervention providers to support parent and family involvement by facilitating visits for families to classrooms and/or learn about services provided by the school district.</td>
<td>Head Start will coordinate with early intervention providers to support parent and family involvement by facilitating visits for families to classrooms and/or learn about services provided by the school district. An Open House will be held in the Spring for parents.</td>
<td>ENMU INCLUSION SPECIALIST Will attend agency functions hosted by the schools, FIT programs and/or Head Start, when invited and available, to meet families in transition and provide information about services provided. NEW MEXICO SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED: Provide information to parents/guardians of children who are eligible to transition regarding options</td>
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Representatives from these programs and services shall be included in these discussions to ensure an informed decision, 2) Preparing the child and family for the changes and adjustments to a new setting, 3) Assisting families to develop the skills and acquire the information needed for continued advocacy of their child's needs.

Individual steps and actions are documented on the Transition Plan and are included in the IFSP.

Early intervention services shall be provided in accordance with the IFSP.

NEW MEXICO SCHOOL FOR THE DEAF will
Provide information to parents/guardians of children who are eligible to transition regarding options for services

Coordinate transition information/efforts with other service providers.

In the case of a child who is deaf or hard of hearing and in accordance with DOH procedures and with parent consent, contact the regional supervisors for NMSD for technical assistance to the transition team in discussing relevant considerations and the continuum of educational options.
**REFERRAL TO LEA**

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

**NMAC 7.30.8.13 D:** A transition referral shall be submitted by the family service coordinator, with parental consent, to the LEA as least 60 days prior to the transition conference.

**NMAC 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.

**NMAC 6.31.2.1.11 (5) (H)** If a child’s third birthday occurs during the summer, the child’s IEP team shall determine the date when services under the IEP or IFSP will begin.

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<td>The FIT Service Coordinator will obtain consent from the family using the Transition Referral Form. The form will be hand delivered or mailed to the LEA and all involved parties, at least 60 days prior to the Transition Conference, and if possible, 6 months prior to the child’s 3rd birthday for all children eligible for Part C under “Established Condition” or “Developmental Delay”. If a child turns 3 after July 1, and the family refuses the referral to Part B the FIT Service Coordinator shall provide the family with prior written notice that Part C services will end when the child turns 3. The family will be provided with a copy of the Procedural Safeguards and a flyer with information about The LEA’s Child Find information.</td>
<td>Upon receipt of the referral form, the date will be recorded in the student’s record. Upon completion of the IEP, the information will be recorded in STARS. The LEA will review Transition Referral forms sent by FIT. Confirmation given for receipt of forms, and the child will be added to the referral list.</td>
<td>.</td>
<td>ENMU Inclusion Specialist with parent consent will make referrals to appropriate agencies. NEW MEXICO SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED: Refer, with parent consent, to the local FIT early intervention providers or LEA, when appropriate. Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination and programming design.</td>
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If a child comes to FIT fewer than 45 days before their third birthday, they will be referred to LEA.

If the child is referred to the FIT Program between 45 and 90 days from the child’s third birthday and, therefore, the Transition Conference cannot be held at least 90 days before the child’s third birthday, the service coordinator will discuss the process for transition with the family during the intake process and the transition plan will be incorporated into the initial IFSP. If the child is determined eligible under —Established Condition or —Developmental Delay, a referral must be sent to the LEA with parent permission as soon as possible.

For children referred to the FIT program fewer than 45 days before the child’s third birthday, the early intervention provider agency will not conduct intake or an evaluation to determine FIT eligibility. The FIT program will let the family know of preschool options and will assist with a referral to the LEA with the consent of the parent(s).

FIT provider will collaborate with LEA personnel to establish procedures for summer referrals. The FIT provider will include summer referrals on the first notification list submitted upon LEA’s return from summer break.

Summer referrals will be addressed as soon as possible after school commences.

LEA will confirm by phone or e-mail with the FIT provider that first notification was received upon return from summer break.

Refer, with parent consent, to the local FIT early intervention providers or LEA, when appropriate.

Support the IEP 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 Center for Educational Consultation and Training Program to the receiving LEA, Head Start, or other placement agency if placement is other than NMSD Preschool.

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 referral to the NMSD Center for Educational Consultation and Training Program to the receiving LEA, Head Start, or other placement agency if placement is other than NMSD Preschool.
PLANNING FOR TRANSITION CONFERENCE

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

NMAC 7.30.8.13

A. Transition planning shall begin early enough to allow the parents to exercise all their rights under state and federal statutes and regulations. Transition planning must be undertaken for each child and family at the initial IFSP. Transition planning shall be a process involving meeting(s) and progressive steps toward the smooth and effective transitioning of each child and family.

B. Steps/actions shall be identified and included in the IFSP that support the child and family and ensure a smooth and effective transition. With involvement of the parents, such steps/actions shall include, at a minimum:
   1. Discussions with the parents regarding future program/service options to include preschool special education service and other community services that may be available and appropriate; representatives from these programs and services shall be included in these discussions to ensure an informed decision;
   2. Preparing the child and family for the changes and adjustments to a new setting;
   3. With parental consent and in accordance with regulation, the transmission of information, including evaluation and assessment information and copies of IFSPs to ensure continuity of services.
   4. Assisting parents/families to develop the skills and acquire the information needed for their child’s needs.

NMAC 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.

NMAC 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.

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<td>For all children eligible for Part C under “Established Condition” or “Developmental Delay” with family consent, FIT Service Coordinator will send an invitation letter to the LEA at least 30 days prior to the Transition</td>
<td>The LEA will review FIT data to determine what LEA staff need attend the Transition</td>
<td>Head Start personnel will attend conferences when invited.</td>
<td>Representatives from NM state schools (NMSBVI and NMSD) will be invited as appropriate and support each family’s efforts to obtain current reports prior</td>
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Conference. Other relevant service providers should also be invited to attend this meeting (NMSVI, NMSD, Head Start).

The FIT and LEA coordinators will schedule transition conference dates twice a year.

FIT program will send invitations to families and LEA coordinator, NMSBVI, NMSD, and Head Start at least 30 days prior to meeting date.

With family consent the Assessment Summary form, ECO, pertinent assessment/evaluation reports/Hearing and Vision and IFSP’s will be hand delivered to the LEA preschool facilitator at least 30 days before the Transition Conference.

Summer referrals will be addressed as soon as possible after school commences. FIT program will work with families to develop ideas/activities to facilitate their child’s development.

Conference to provide information.

to transition.
TRANSITION CONFERENCE

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

NMAC 7.30.8.13 (F) TRANSITION
With approval of the parents, a transition conference shall be convened at least 90 days prior to the anticipated date of transition from early intervention services but no later than 90 days prior to the child’s third birthday. If the child may be eligible for preschool services, including special education and related services offered through the local education agency, this conference shall include, at a minimum, the parents, the relevant early intervention service providers, and the local education agency representative(s). Other relevant service providers should be invited to attend this meeting. The transition process must take into account availability of Head Start and other childcare services in the community.

Subsection (A)(5)(e) of NMAC 6.31.2.11 states that “Each LEA shall participate in transition planning conferences arranged by the designated Part C lead agency no less than 90 days prior to the anticipated transition or the child’s third birthday, whichever occurs first, to facilitate informed choices for all families.”

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<td>A Transition Conference shall be convened at least 90 days prior to the anticipated date of transition from early intervention services but no later than 90 days prior to the child’s third birthday. This conference shall include, at a minimum, the families, the relevant FIT service providers, and the LEA representative(s) at a mutually agreeing upon date, time, and location.</td>
<td>The LEA will participate in the Transition Conference arranged by the designated FIT provider. The LEA will explain preschool services and answer parent questions. If the family is ready to proceed, family will sign the Consent Form for Preschool Evaluation. If additional assessments are needed, the LEA is responsible for conducting the assessments.</td>
<td>Review developmental information and financial/application process with family. Provide family with information about the Head Start program. Head Start will accommodate visits by families and their children who may attend Head Start. Head Start will participate in the Transition Conference arranged by the designated FIT provider. Head Start will explain preschool services and answer parent questions.</td>
<td>NEW MEXICO SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED: Participate, when invited, in transition conferences/meetings and help the team and family consider placement options and adaptations that may be needed. Provide current assessment information, recommendations and consultation as needed to the receiving program. NEW MEXICO SCHOOL FOR THE DEAF will: Provide a comprehensive overview of the transition process and provide...</td>
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continuity of services.

In the case of a child with a documented visual/hearing impairment, the FIT Service Coordinator will contact NMSBVI/NMSD for technical assistance during the Transition Conference to discuss the Consideration of Special Factors (from IDEA-97): consideration of the child’s needs.

At the request of the families and in accordance with Department of Health policy, service coordination shall be provided for a period of up to one month for the purpose of facilitating a smooth and effective transition.

| Families will be contacted by the LEA and a date for the EDT (Eligibility Determination Team) meeting will be scheduled. LEA will provide the families with a copy of the Procedural Safeguards for Special Education. | information on services to families, including eligibility and enrollment information
Contact the local LEA through its Joint Power’s Agreements to collaboratively consider placement options and participate in IFSP/IEP meetings.
Participate in the Transition Conference.
Support each family in acquiring a comprehensive and current evaluation including audiological prior to transition.
Support the IEP 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 Center for Educational Consultation and Training Program to the receiving LEA, Head Start, or other placement agency if placement is other than NMSD Preschool.
Work together with other local FIT providers, Early Head Start, Head Start, and /or LEA’s 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. |
## INITIAL COMPREHENSIVE EVALUATION FOR PART B

**INITIAL EVALUATION FOR PART B:** The LEA is responsible for obtaining written informed parental consent and conducting the evaluation within 60 days. The purpose of the initial evaluation is to determine if the child is a child with a disability, and if the child requires special education and related services to benefit from the education program.

### 34CFR § 200.301 Initial evaluations.

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

(a) Review existing evaluation data on the child,
(b) Request for initial evaluation. Consistent with the consent requirements in §300.300, either parent of a child or a public agency may initiate a request for an initial evaluation to determine if a child is a child with a disability.
(c) Procedures for initial evaluation. The initial evaluation—
(1)(i) Must be conducted within 60 days of receiving parental consent for the evaluation; and
(2) Must consist of procedures—
(i) To determine if the child is a child with a disability under § 300.8; and
(ii) To determine the educational needs of the child.

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<td>FIT Service Coordinator will provide most current copies of evaluations and IFSPs, and other relevant data to the LEA with written parental consent.</td>
<td>The LEA will schedule a date for a group of qualified professionals from the school district and the family to review any existing data (including the IFSP, evaluations and information provided by families) as part of the process for determining eligibility for IDEA Part B.</td>
<td>Head Start will participate in and support efforts for a smooth and effective transition for children who at age three will need to be considered for services for preschool age children. Head Start will participate in IFSP and IEP meetings as one of the options for their child to select from.</td>
<td>With parent consent Inclusion Specialist (NMSBVI and /or NMSD) will encourage parents to give consent to share assessment information with the LEA.</td>
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### ELIGIBILITY DETERMINATION AND PARENT CHOICE

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

NMAC 6.31.2.11 (A)(4) Each LEA shall designate a team including parents and qualified professionals to review existing evaluation data for each child entering the LEA’s preschool program in compliance with 34 CFR Sec. 300.305, and based on that review to identify what additional data, if any, are needed to determine the child’s eligibility for Part B services or develop an appropriate program.

**NMAC 6.31.2.10**

F. Eligibility determinations.

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

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

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<tr>
<td>The LEA will conduct any additional evaluations that are needed and provide explanation in the family’s native language or preferred communicative modality within 60 days of the Consent Form for Preschool Evaluation signed by the family.</td>
<td>The LEA evaluation team, with family/FIT input, will determine eligibility for preschool services.</td>
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<td>The LEA will conduct the initial evaluation in accordance with 34 CFR § 300.304 to include a variety of measures and sources, and family input, as well as information about the child’s physical condition, social, or cultural background.</td>
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EVALUATION REPORT AND DOCUMENTATION OF ELIGIBILITY SENT TO PARENT

EVALUATION REPORT AND DOCUMENTATION OF ELIGIBILITY WILL BE PROVIDED TO THE PARENT by the child's third birthday. With parental consent, LEAs have the option to share this information with the FIT provider.

NMAC 6.31.2.10
Eligibility determinations.
(1) General rules regarding eligibility determinations
(a) The public agency must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

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<th>FIT PROVIDER</th>
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<th>HEAD START</th>
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<td>FIT provider will receive transition information on a monthly basis: Eligibility Determination date and IEP date information.</td>
<td>The LEA shall provide a monthly document (excluding summer months) listing dates of eligibility determinations and IEP meetings for the children transitioning from Part C.</td>
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INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPED

IEP DEVELOPED by the child's third birthday excluding summer months.

Federal Regulation
§300.124 Transition of children from the Part C program to preschool programs
The State must have in effect policies and procedures to ensure that—
(a) By the third birthday of a child described in paragraph (a) of this section, and IEP or, if consistent with § 300.323(b) and section 636(d) or the Act, and IFSP, has been developed and is being implemented for the child consistent with § 300.101(b).

§300.323 When IEPs must be in effect.
(a) General. At the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction, an IEP, as defined in §300.320.
(b) IEP or IFSP for children aged three through five. (1) In the case of a child with a disability aged three through five (or at the discretion of the SEA, a two year-old child with a disability who will turn age three during the school year), the IEP Team must consider an IFSP that contains the IFSP content (including the natural environments statement) described in
section 636(d) of the Act and its implementation regulations (including an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills for children with IFSPs under this section who are at least three years of age), and that is developed in accordance with the IEP procedures under this part. The IFSP may serve as the IEP of the child, if using the IFSP as the IEP is—
   i. Consistent with State policy; and
   ii. Agreed to by the agency and the child’s parents.

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<td>Representative(s) from the Part C FIT provider will participate in all meetings to develop the IFSP, IEP IFSP/IEP, as appropriate.</td>
<td>If a child has been determined eligible for Part B, an IEP will be in place by the child’s third birthday, except when child is referred during summer months. With parent consent: The Part C coordinator, Head Start, NMSBVI and NMSD (if applicable) will be invited to this IEP at the parent(s)’ request.</td>
<td>If the family chooses to have their child attend the Head Start Program, the LEA will provide Special Education and Related services as outlined in the IEP. 1308.19(i) Services must begin as soon as possible after the development of the IEP or the first day of school. Therapy is provided by a licensed therapist.</td>
<td>With parent consent Inclusion specialist will encourage parents to give consent and invite childcare directors and/or teachers to attend IFSP/IEP committee meetings to share all data documented and resources for additional support and involvement in working with the child NEW MEXICO SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED: Participate, with parent permission, on IFSP/IEP team. Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination and programming design. Attend the IFSP/IEP meeting and provide a current functional vision assessment or determine if further vision assessment is needed for children we are serving in the birth to three program, assist in setting goals and objectives, provide suggestions for environmental modifications, and provide recommendations for level of service.</td>
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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 is responsible for determining the Literacy Mode (auditory, visual, and 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 for the IEP.

**NEW MEXICO SCHOOL FOR THE DEAF:**

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.

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 is available to IEP teams for support and consultation.
IN WITNESS WHEREOF, the following signatures are affixed:

**SIGNATURES/DATES**

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<th>Agency Name</th>
<th>Person Signing</th>
<th>Role/Title</th>
<th>Date</th>
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<tr>
<td>Roswell USD</td>
<td>Bell Darrell</td>
<td>Asst. Supt. Special Services</td>
<td>4/20/16</td>
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<tr>
<td>NMSBVI</td>
<td>Ronda Dallage</td>
<td>DS II TVI/IE</td>
<td>4/20/16</td>
</tr>
<tr>
<td>PV rec 8</td>
<td>Kelley Elsinger</td>
<td>Special Ed. Programs</td>
<td>4/20/16</td>
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<tr>
<td>Dexter</td>
<td>Lynn Greene</td>
<td>Special Ed. Director</td>
<td>4/20/16</td>
</tr>
<tr>
<td>Roswell USD</td>
<td>Kathy Meke</td>
<td>Parkview Principal</td>
<td>4/20/16</td>
</tr>
<tr>
<td>Tohono/As Pasitos</td>
<td>William Jones</td>
<td>Director</td>
<td>4/20/16</td>
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