# METRO AREA TRANSITION

**MEMORANDUM OF UNDERSTANDING (MOU)**

Between and Amongst the Following Programs:

<table>
<thead>
<tr>
<th>FIT Provider Agencies</th>
<th>State Supported Schools</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>University of New Mexico FOCUS Program</td>
<td>New Mexico School for the Deaf</td>
<td>NAPPR Tribal Home Visiting Program (0-5)</td>
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<tr>
<td>University of New Mexico Developmental Care Program</td>
<td>New Mexico School for the Blind and Visually Impaired</td>
<td>UNM Parents As Teachers (PAT) Home Visiting Program (0-5)</td>
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<tr>
<td>Alta Mira Specialized Family Services</td>
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<tr>
<td>Native American Professional Parent Resources (NAPPR)</td>
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<tr>
<td>PB &amp; J Family Services Inc.</td>
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<tr>
<td>LifeROOTS, Inc.</td>
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<tr>
<td>Abrazos Family Support Services</td>
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<tr>
<td>Inspirations Early Intervention</td>
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<tr>
<td>Presbyterian Ear Institute (PEI)</td>
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<tr>
<td>BMSI Best for Kids</td>
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<tr>
<td><strong>Local Education Agencies</strong></td>
<td><strong>Local Head Start/ Early Head Starts</strong></td>
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<tr>
<td>Albuquerque Public Schools</td>
<td>YDI Head Start/ Early Head Start Program</td>
<td>To’Hajiilee Community School Board of Education, Inc.</td>
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<tr>
<td>Bernalillo Public Schools</td>
<td>Pueblo of Isleta Head Start Early Head Start</td>
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<tr>
<td>Rio Rancho Public Schools</td>
<td>and Child Care</td>
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<td>Santo Domingo Early Childhood Learning Center</td>
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<td>Five Sandoval Indian Pueblo Head Start</td>
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<td>San Felipe Head Start</td>
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<td>City of Albuquerque Early Head Start</td>
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<td>NAPPR Early Head Start</td>
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<td>PMS</td>
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MISSION
To facilitate smooth and effective transition for eligible children and families. The intent of this agreement is to integrate the activities that promote the delivery of services in a timely manner in compliance with federal and state laws and regulations.

PURPOSE
The purpose of this agreement is to facilitate the integration and coordination of services to children (ages birth to 5) who are at risk for a developmental delay or have been identified as having a disability. Further, it is the purpose of this agreement to create a service system flexible enough to meet the needs of children and families within available resources. Through interagency planning and family involvement, it is our goal to help children and families transition, adjust to, and experience success in all settings.

OBJECTIVES
1. Assure that any children with suspected disabilities and children with, or at risk, for developmental delays are identified as early as possible and refer to the appropriate agency(ies).
2. Assure that children with disabilities and children with, or at risk, for developmental delays as defined by the Individuals with Disabilities Education Act (IDEA) and the Head Start Disability Services Performance Standards receive appropriate and necessary services.
3. Maximize education, health, and developmental outcomes for families whose children have special needs.
4. Support families to be equal partners and informed decision makers in the education and transition process.
5. Provide successful transitions between, among, and within agencies.
6. Provide services that are culturally relevant and linguistically appropriate.
7. Assure that the privacy requirements for handling confidential and private child and family information contained in HIPPA (Health Insurance Portability and Accountability Act) and FERPA (Family Educational Rights and Privacy Act) are followed.

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

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

**NMAC 7.30.8.13 TRANSITION (B) (1)** The FIT program shall provide notification to the public education department, special education bureau, of all potentially eligible children statewide who will be turning three years old in the following twelve-month period. (2) The early intervention provider agency shall notify the LEA of all potentially eligible children residing in their district who will turn three years old in the following twelve-month period. This will allow the LEA to conduct effective program planning. (3) The notification from the early intervention provider agency to the LEA shall:
  
  (a) Include children who are potentially eligible for preschool special education services under the Individuals with Disabilities Education Act (IDEA) Part B; potentially eligible children are those children who are eligible under the developmental delay or established condition categories; (b) include the child’s name, date of birth, and contact information for the parent(s); (c) Be provided at least quarterly in accordance with the process determined in the local transition agreement; and (d) be provided no fewer than 90 days before the third birthday of each child who is potentially eligible for IDEA Part B.

**NMAC 6.31.11 (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.

<table>
<thead>
<tr>
<th>FIT PROVIDER</th>
<th>LEA</th>
<th>HEAD START and Home Visiting</th>
<th>OTHER</th>
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<tbody>
<tr>
<td>By the 15th of January, April, July, and October, the representative of the FIT Provider will send via secured email, mail, or fax, a cumulative list- (LEA Notification list) of children including the child’s name, DOB, parent/guardian name, and mailing address to the Special Education Directors (or designee) of LEA</td>
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<tr>
<td>Special Education Directors (or designee) will verify receipt of the LEA Notification list by sending an email to the FIT Provider.</td>
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<td>- If the list has not been received at the appropriate time, the LEA representative (or designee) will notify the FIT Provider within one week (7 days) of the 15th day of the month.</td>
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<td>Head Start will be proactive in maintaining ongoing communication with parents, Part C providers, and the LEA to support uninterrupted services.</td>
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<tr>
<td>Agencies will follow HIPPA or FERPA confidentiality requirements for the release of information according to each agency’s policy.</td>
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</table>
• Include only the CYFD representative and CYFD address. If no children are transitioning to the district, the EI representative will send a statement indicating such.

• For a late referral the FIT Family Service Coordinator (FSC) will notify the LEA at the time the Transition Referral Form is sent to the LEA, by indicating so on the Referral Form itself.

**TRANSITION PLANNING**

**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 the child’s transition;
   (b) by the time the 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 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 Par
c 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 advocate as the child makes the transition through systems.

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<td>The FIT Family Service Coordinator (FSC) will ensure that the family is aware of the array of service and program options available within their community including home, childcare centers, Home Visiting (0-5), Head Start programs, preschools, community-based settings, including NMSD, NMBSVI, and/or PEI if</td>
<td>Special Education Directors (or designee) will coordinate efforts with early intervention providers to support parents and family involvement in the transition planning process.</td>
<td><strong>Head Start</strong> will provide a comprehensive overview of the transition process and provide information about services to families, including Early Head Start/ Head Start eligibility and enrollment information. <strong>Head Start</strong> will follow the Early Head Start and Head Start transition plan as it pertains to staff responsibilities.</td>
<td><strong>NMSD</strong> will work together with other local FIT providers, Early Head Start, Head Start, and/or LEAs to best meet needs of children who are deaf or hard of hearing and support attainment of outcomes and goals contained in the IFSP/ IEP. Provide a comprehensive overview of the transition process and provide information on...</td>
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appropriate, and the continuum of services within Part B.

The FIT Family Service Coordinator (FSC) will meet with the family to identify and document the specific steps and actions that will support the child and family through the transition process including childcare needs.

These individualized steps and actions are documented on the transition plan and are included in the IFSP, according to the appropriate transition timelines, and shared with all service providers working with the child and family.

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<tr>
<th><strong>Home visiting</strong> will support the family and collaborate with the FIT provider through all transition planning activities.</th>
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<tr>
<td><strong>NMBSVI</strong> 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. Provide a comprehensive overview of the transition process and provide information on services to families, including eligibility, and enrollment.</td>
</tr>
<tr>
<td><strong>PEI</strong> 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, to best meet the needs of children who are deaf and/or hard of hearing.</td>
</tr>
</tbody>
</table>
## 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 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 and Home Visiting | COMMENTS/ Other Agencies
---|---|---|---
The FIT Family Service Coordinator will use fax, secured email, or mail (using confidentiality assurance) a Transition Referral Form to the Special Education Directors (or designee) at least 60 days prior to the Transition Conference, and if possible, 6 months prior to the child’s 3 birthday. | Special education Directors (or designee) will verify receipt of Transition Referral Form by email to the FIT Provider. If the LEA attempts to contact FSC to schedule a conference and/or follow up on a referral and does not receive a response within 7 business days, the LEA will contact the director of the FIT provider agency to inform them of the issue and determine next steps so that the family has a smooth transition process and the Head Start and Home Visiting will refer, with family’s permission, a child found to be at risk for or to have possible developmental delays to the appropriate LEA (3-5 years) for evaluations in accordance with IDEA regulations. | Head Start and Home Visiting will participate in the development of the IFSP/IEP, including FIT Transition Conferences and transition to kindergarten meeting, when appropriate.
dates for the Transition Conference.

For a late referral the FIT provider has 2 options

1. Send referral to LEA as soon as possible after Part C eligibility has been determined.
2. At the discretion of the FIT provider (i.e. based on known information, if the FIT provider believes the child may be a required to Part B) and with parent consent, the FIT provider will send the LEA prior to determining Part C eligibility.

If parent refuses the referral to be made to Part B, the FIT Family Service Coordinator will provide the parent(s) with Prior Written Notice that Part C services will end at the time of their child’s third birthday. The FIT Family Service Coordinator (FSC) will also provide the family a copy of their Part C parental rights and procedural safeguards at this time. The Family Service Coordinator will notify the LEA that the family is no longer timelines are met to the greatest extent possible.
interested in pursuing services through LEA.

If the child’s third birthday falls within the summer months, transition activities need to occur early enough to allow sufficient time for all transition activities to take place when school personnel are available.

The FIT provider will follow up on referrals and update each child’s status in the transition process. For any child whom a referral was sent to the LEA and for whom there are changes that must be communicated to the LEA:

- The FIT provider will notify the LEA within 7 business days if a child has formally exited the FIT Program.
- The FIT provider will notify the LEA if there is a change in the family’s status that impacts the transition process as soon as the change is known to the FIT provider, (i.e.- the family moves to another LEA district)
- The FIT provider will notify the LEA within 7 business days if he FSC
assigned to the child leaves the agency (including any extended leave of absence) and provide a contact within the agency to the LEA.

### PRE-PLANNING FOR TRANSITION CONFERENCE

- Coordinate among parents, FIT, and 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 Transition Conference.

#### 7.30.8.13 F. Transition assessment summary:
(1) The family service coordinator shall submit a completed transition assessment summary form to the LEA at least 30 days prior to the Transition Conference.
(2) Assessment results, including present levels of development, must be current within six months of the Transition Conference.

#### 7.30.8.13 G. Transition Conference:
The Transition Conference Shall:
(1) be held with the approval of the parent(s);
(2) be held at least 90 days and no more than nine months prior to the child’s third birthday;
(3) meet the IFSP meeting attendance requirements of this rule;
(4) take place in a setting and at a time that is convenient to the family;
(5) be conducted in the native language of the family, or other mode of communication used by the family, unless it is clearly not feasible to do so;
(6) with permission of the parent(s), include other early childhood providers (early head start/ Head Start, child care, private preschools, New Mexico School for the Deaf, New Mexico School for the Blind and Visually Impaired, etc).

#### 6.31.2.11 A (3) (b)
The Part B eligibility determination team shall review current assessments and shall determine the additional data and assessments needed for the comprehensive evaluation. Current assessments are defined as assessments, other than medical assessments, conducted no more than six months prior to the date of the meeting of the Part B eligibility determination team.
6.31.2.11 A (4)
Each public agency shall develop and implement appropriate policies and procedures to ensure a smooth and effective transition from Part C to Part B programs for preschool children with disabilities within the agency’s educational jurisdiction, in compliance with 34 CFR Sec. 300.124. Each LEA and other public agencies, as appropriate, shall make.

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<tbody>
<tr>
<td>The FIT Family Service Coordinator (FSC) will (with the consent of the parent(s)) convene and facilitate a Transition Conference at least 90 days and, at the discretion of all parties, but no more than nine months prior to the child’s third birthday.</td>
<td>Special Education Directors (or designee) participate in the Transition Conference arranged by the designated FIT Provider.</td>
<td>With parental consent, will participate in the development of the IFSP/IEP, including FIT Transition Conferences and transition to kindergarten meeting, when appropriate.</td>
<td>NMSD will participate in the Transition Conference and, if acting as FIT Service Coordinator, facilitate that conference per FIT regulations.</td>
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</tbody>
</table>
| The FIT Family Service Coordinator (FSC) will facilitate this meeting to ensure the following:  
  - Review the child’s service and program options.  
  - Review the IFSP, evaluation, assessment information, and other relevant data/information. Including informing the LEA if any other assessments have been requested, e.g.- ECEP, | Special Education Directors (or designee) may obtain the consent from the parent(s) using the Consent Form for Preschool Evaluation to conduct the Initial Evaluation for Part B. They will also provide the parents a copy of the procedural safeguards under the IDEA. | | Support each family in acquiring a comprehensive and current evaluation, including audiological information. Prior to transition-by providing evaluation options including use of the NMSD evaluation services for a child attending the NMSD preschool. |
| If parent consent is not obtained at the transition conference, the LEA in collaboration with the FIT Provider will make reasonable attempts to obtain consent in order to determine eligibility by the child’s third birthday. | If parent consent is not obtained at the transition conference, the LEA in collaboration with the FIT Provider will make reasonable attempts to obtain consent in order to determine eligibility by the child’s third birthday. | | PEI will participate in the Transition Conference and support each family in acquiring a comprehensive and current evaluation, including audiological information. Prior to transition-by providing evaluation options including use of the PEI |
and the potential timeline for completion of that assessment.

- 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.
- If parent consent is not obtained at the transition conference, the LEA in collaboration with the FIT Provider will make reasonable attempts to obtain consent in order to determine eligibility by the child’s third birthday.

If a parent does not consent to the Part B evaluation and eligibility determination, the FIT Family Service Coordination will provide them with Prior Written Notice that Part C services will end at the time of their child’s third birthday. The FIT Family Service Coordinator will also provide the family a copy of their procedural safeguards at this time. The Family Service Coordinator will notify the LEA that the family is no longer interested in pursuing services through the LEA.

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<tr>
<th>Special Education Director (or designee) will coordinate with early intervention providers and/or parent(s) to facilitate visits by families to programs and/or learn about services provided by the school district if requested.</th>
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<td>evaluation services for a child attending the PEI preschool.</td>
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</table>

**NMSBVI** will participate, when invited, in transition conferences/meetings and help the team and family consider potential placement settings and adaptations that may be needed, all to be determined by the IEP team.

Staff is responsible for determining the Literacy Learning Mode of each transitioning child: Auditory, Tactile, Visual, and for making recommendations about the recommended literacy mode for the child to the IEP team upon transition.

**NOTES:** Collaboration between FIT Family Service Coordinator and the LEA designee will facilitate a smooth and effective transition including communicating frequently with LEA personnel to coordinate the scheduling of conferences.

Collaboration and communication will ensure the timely submission of all relevant documents.
INITIAL COMPREHENSIVE EVALUATION FOR PART B

- Part B team reviews current available assessment data (including Part C assessments)
- Part B team determines additional data and assessments needed
- Part B team conducts initial comprehensive evaluation process in all areas of suspected disability

6.31.2.10

E. Procedural requirements for the assessment and evaluation of culturally and linguistically diverse children.

1. Each public agency must ensure that tests and other evaluation materials used to assess children are selected, provided, and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the child’s native language or other modes of communication, such as American Sign Language, and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to select, provide, or administer pursuant to 34 CFR Sec.300.304(c)(1).

2. Each public agency must ensure that selected assessments and measures are valid and reliable and are administered in accordance with instructions provided by the assessment producer and are administered by trained knowledgeable personnel.

3. Each public agency must consider information about a child’s language proficiency in determining how to conduct the evaluation of the child to prevent misidentification. A child may not be determined to be a child with a disability if the determinant factor for that eligibility determination is limited English proficiency. Comparing academic achievement results with grade level peers in the public agency with similar cultural and linguistic backgrounds should guide this determination process and ensure that the child is exhibiting the characteristics of a disability and not merely language difference in accordance with 34 CFR Sec. 300.306(b)(1).

4. Each public agency must ensure that the child is assessed in all areas related to the suspected disability.

5. Policies for public agency selection of assessment instruments include:
   - (a) Assessment and evaluation materials that are tailored to assess specific areas of educational need; and
   - (b) Assessments that are selected ensure that results accurately reflect the child’s aptitude or achievement level.

6. Public agencies in New Mexico shall devote particular attention to the foregoing requirements in light of the state’s cultural and linguistic diversity. Persons assessing culturally or linguistically diverse children shall consult appropriate professional standards to ensure that their evaluations are not discriminatory and should include appropriate references to such standards and concerns in their written reports.

6.31.2.11 (A)(3)

To ensure effective transitioning from IDEA Part C programs to IDEA Part B programs, each public agency must conduct a full and individual initial comprehensive evaluation at no cost to the parent and in compliance with requirements of 34 CFR Secs. 300.300, 300.301, 300.302, 300.304 and 300.305 and other department rules and standards before the initial provision of Part B special education and related services to a child with a disability. (a) The initial comprehensive evaluation process shall be conducted in all areas of suspected disability.
If a parent does not consent to the Part B evaluation and eligibility determination, the EI Service Coordinator will provide them with Prior Written Notice that Part C services will end at the time of their child’s third birthday.

The FIT Family Service Coordinator will also provide the family a copy of their procedural safeguards at this time.

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<tr>
<td>If a parent does not consent to the Part B evaluation and eligibility determination, the EI Service Coordinator will provide them with Prior Written Notice that Part C services will end at the time of their child’s third birthday.</td>
<td>The Special Education Director (or designee) 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.</td>
<td>The Special Education Director (or designee) will schedule a date for initial evaluation.</td>
<td>NMSD will 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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<td>The Special Education Director (or designee) will coordinate the completion of the initial evaluation within 60 days of the signed Consent Form for Preschool Evaluation.</td>
<td>The Special Education Director (or designee) 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, parent input, as well as information about the child’s physical condition, social, or cultural background.</td>
<td>Provide consultation regarding appropriate assessment/evaluation for children with hearing loss.</td>
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<td>NMSBVI will provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination and programming design.</td>
<td>PEI will 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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<td>In the event that a child has a vision impairment or hearing loss, the LEA may contact NMSD, and/or PEI, and/or NMSBVI for consultation and assistance with evaluations.</td>
<td>Provide consultation regarding appropriate assessment/evaluation for children with hearing loss.</td>
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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 300.9, “special education” in New Mexico may include speech-language pathology services.
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<td>With parental consent, the FIT Provider personnel will attend the MET/EDT and/or IEP meetings.</td>
<td>The Special Education Director (or designee) will assure that a group of qualified professionals and the parent of the child determine whether the child is a child with a disability in accordance with State and Federal regulations.</td>
<td>With parental consent and when appropriate, Head Start and Home Visiting staff will attend MET/EDT and/or IEP meetings.</td>
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<td>Parents who decide not to proceed with Part B eligibility determination will be informed by the FIT Family Service Coordinator (FSC) that they may contact the Special Education Director (or designee), at the LEA that serves the area in which they reside, should the parents have any concerns about their child in the future.</td>
<td>The Special Education Director (or designee) will assure that a group of qualified professionals and the parent of the child determine eligibility (prior to the child’s third birthday) 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. Tests must have been administered within the previous six months in order to be considered valid.</td>
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<tr>
<td>The family can then request a screening to determine if there is a need for further evaluation to consider Part B services. The FIT Family Service Coordinator (FSC) will provide the family with the contact information for the LEA in writing.</td>
<td>For a child who is Deaf or Hard of Hearing, visually impaired, and/or Deaf-Blind, appropriate LEA staff must be included in the review.</td>
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</tbody>
</table>
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 eligibility to the parent.

<table>
<thead>
<tr>
<th>FIT PROVIDER</th>
<th>LEA</th>
<th>HEAD START</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Special Education Director (or designee) will provide a copy of the evaluation report and the documentation of the eligibility determination to the parent(s) and, with parent consent, a copy of this documentation to the FIT Family Service Coordinator if in attendance at the meeting. If the FIT Family Service Coordinator is not able to attend the eligibility determination meeting, the eligibility determination team documentation will be sent to the FIT Provider within seven (7) calendar days.</td>
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</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>FIT PROVIDER</th>
<th>LEA</th>
<th>HEAD START and Home Visiting</th>
<th>OTHER</th>
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</thead>
<tbody>
<tr>
<td>Participate, with the parent/guardian permission, in the development of IFSP/IEPs (Individual Family Service Plan/Individualized Education Plan)</td>
<td>The Special Education Director (or designee) will conduct the initial IEP meeting prior to the child’s third birthday. The Special Education Director (or designee) must send an invitation to NMSBVI, and/or NMSD, if appropriate.</td>
<td>Will participate in IFSP/IEP meetings when invited and with parent consent.</td>
<td>NMSBVI will participate, with parent permission, on IFSP/IEP team.</td>
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<tr>
<td>Early intervention services will be provided in accordance with the IFSP to children and families until the date specified on the IFSP. Any time after the Transition Conference and prior to when the FIT provider is invited to the IEP meeting Part C will provide LEA with information on any changes in the developmental status of the child, including, but not limited to, new medical issues and/or diagnoses, loss or increased of specific skills, qualitative information related to</td>
<td>The special Education Director (or designee), at the request of the parent, will extend an invitation to the FIT Family Service Coordinator or other representatives of the Part C system including the PEI as well as Head Start to assist with the smooth transition services.</td>
<td>Head Start: Through collaboration with community agencies, will ensure appropriate services for Head Start children who are NOT eligible for Part B services.</td>
<td>NMSD will participate on the IFSP/IEP team as invited by the parent, LEA, or FIT provider, to collaboratively consider placement options and participate in, and conduct, IFSP/IEP meetings.</td>
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<td></td>
<td>In the case of a child with a hearing loss and/or visual</td>
<td>Home Visiting: Through discussion with the family and collaboration with community agencies, Home Visiting will ensure appropriate services and/or next steps are defined for children who are exiting Part C services.</td>
<td>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 IEP meeting.</td>
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</tbody>
</table>
the child’s needs and/or level of success in educational settings.

Post transition services will be offered to the family as an option. If the parent(s) requests this service, it must be provided in accordance with the Family Infant Toddler Program’s service standards and documented in the IFSP.

The FSC will document, in the IFSP, next steps for any requested follow up with any “continuing” service providers such as: Home Visiting (0-5), CMS, Medically Fragile, ABA providers, Deaf-Blind Project, etc.

impairment, the IEP team MUST complete the appropriate Special Factor(s) attachment page. A teacher of the visually impaired MUST present the Special Factor(s) attachment for vision impaired to the IEP team.

Preschool services will begin on the first school day following the third birthday unless otherwise stated on the IEP.

Clarify the process for completion and the timeline(s) that are expected to be withheld.

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.

In the case of a child with a hearing loss, NMSD Regional Consultants are available to IEP teams for support and consultation.

PEI will, with parental consent, participate on the IFSP/IEP teams as invited by the parent, LEA, or FIT provider.

ALL AGENCIES AGREE TO:

1. Share information about available resources and collaborate on the development of needed resources.
2. Plan and conduct collaborative Child Find/identification and screening activities.
3. Work collaboratively to coordinate evaluation and assessment activities.
4. Inform families about options for services available that are appropriate to the unique needs of each child and family
5. Provide education and training within their agencies to personnel regarding the terms of this agreement.
6. Sponsor, conduct, and inform participating agencies of training and in-service opportunities for staff development.
7. Work together to advocate for resources that address the needs of families and children in the communities that we serve.
8. Inform the team, via the list serve, when an individual agency changes an internal process that affects the team. This communication will occur at least two weeks prior to the changes taking effect so that team members can plan accordingly. If needed, a detailed description of the process will be provided in writing along with contact information for those members who may need additional clarification.
9. Communicate and share with each partner when questions and/or issues arise. If clarification cannot be obtained between the partners, the need will be communicated to the directors of the partners immediately to seek additional support/clarification if necessary.

10. Participate in review, evaluation, and effectiveness off this MOU and the process of transition and coordination of services at least annually. This will be sent out for signatures only when changes are made.

CONFIDENTIALITY

Confidentiality of information is required for the protection of children and families. Information shared between agencies will need a signed release by the parent/guardian. Consent to release information may be revoked at any time by the parent/legal guardian. Agencies that are known as Covered Entities will be compliant within the guidelines and regulations set by the Health Insurance Portability and Accountability Act (HIPPA) and Family Educational Rights and Privacy Act (FERPA).

EFFECTIVE DATE AND TERMINATION

This agreement shall take effect when signed by all parties and shall remain in effect until terminated or revised. Any party may terminate its participation in this agreement by providing written notice to all other participating parties.

IMPLEMENTATION OF AGREEMENT

A copy of this agreement will be provided to each listen stakeholder and will be available online at http://cdd.unm.edu/cc/Transition/teams.ECT.htm. Each participating agency involved in the development of this agreement will assure, either through policy and procedure and/or staff training, all individuals implementing or participating in the requirements to meet the required activities of this MOU understand their role and responsibility.

INTERAGENCY DISPUTE PROCESS

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 an attempt to resolve the concerns. If the concerns cannot be resolved in this way, or if the concerns affect the larger group, concerns will be addressed during the quarterly Transition Team Meetings.

DEFINITION OF TERMS

FERPA: Family Educational Rights and Privacy Act
FIT: Family Infant Toddler (FIT) Early Intervention Service Programs
Part B: Assistance for education of all school age children with disabilities

Part C: Services for infants and toddlers with disabilities (birth-3) or risk for developmental delay in their families FIT

LEA: Local Education Agency

IEP: Individualized Education Program

IFSP: Individualized Family Service Plan

EDT: Eligibility Determination Team

IDEA: Individuals with Disabilities Education Act

NSMD: New Mexico School for the Deaf/PIC: Parent Infant Child Program serves children statewide

NMSBVI: New Mexico School for the Blind and Visually Impaired serves children statewide

PEI: Presbyterian Ear Institute provides FIT Services and tuition based limited Part B Services (through Kindergarten). For children with hearing loss seeking the listening and spoken language option.

Potentially Eligible: Those children eligible under Part C’s “established condition” or “developmental delay” category.
PARTICIPATING AGENCIES

The following agencies have participated in the development of this agreement and agree to sign this agreement indicating their willingness and commitment to participate.

<table>
<thead>
<tr>
<th><strong>FIT Provider Agencies</strong></th>
<th><strong>State Supported Schools</strong></th>
<th><strong>Other</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>University of New Mexico FOCUS Program</td>
<td>New Mexico School for the Deaf</td>
<td>NAPPR Tribal Home Visiting Program (0-5)</td>
</tr>
<tr>
<td>University of New Mexico Developmental Care Program</td>
<td>New Mexico School for the Blind and Visually Impaired</td>
<td>UNM Parents As Teachers (PAT) Home Visiting Program (0-5)</td>
</tr>
<tr>
<td>Alta Mira Specialized Family Services</td>
<td></td>
<td>Education for Parents of Indian Children with Special Needs (EPICS)</td>
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<tr>
<td>Native American Professional Parent Resources (NAPPR)</td>
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<tr>
<td>PB &amp; J Family Services Inc.</td>
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<tr>
<td>LifeROOTS, Inc.</td>
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<tr>
<td>Abrazos Family Support Services</td>
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<tr>
<td>Inspirations Early Intervention</td>
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<tr>
<td>Presbyterian Ear Institute (PEI)</td>
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<tr>
<td>BMSI Best for Kids</td>
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<tr>
<th><strong>Local Education Agencies</strong></th>
<th><strong>Local Head Start/ Early Head Starts</strong></th>
<th><strong>Other</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Albuquerque Public Schools</td>
<td>YDI Head Start/ Early Head Start Program</td>
<td>To’Hajiilee Community School Board of Education, Inc.</td>
</tr>
<tr>
<td>Bernalillo Public Schools</td>
<td>Pueblo of Isleta Head Start Early Head Start and Child Care</td>
<td></td>
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<tr>
<td>Rio Rancho Public Schools</td>
<td>Santo Domingo Early Childhood Learning Center</td>
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<td></td>
<td>Five Sandoval Indian Pueblo Head Start</td>
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<td></td>
<td>San Felipe Head Start</td>
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<tr>
<td></td>
<td>City of Albuquerque Early Head Start</td>
<td></td>
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<tr>
<td></td>
<td>NAPPR Early Head Start</td>
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<td>PMS</td>
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</tbody>
</table>
What is Home Visiting?

The Maternal, Infant, and Early Childhood Home Visiting Program gives pregnant women and families, particularly those considered at-risk, necessary resources, and skills to raise children who are physically, socially, and emotionally healthy and ready to learn.

What are the goals of the program?

From birth to kindergarten entry, MCHB, in partnership with the Administration for Children and Families (ACF), funds states, territories, and tribal entities to develop and implement evidence-based, voluntary programs that best meet the needs of their communities. Goals for every program are to:

- Improve maternal and child health
- Prevent child abuse and neglect
- Encourage positive parenting
- Promote child development and school readiness

What does the program do for participants?

By electing to participate in local home visiting programs, families receive help from health, social service, and child development professionals. Through regular, planned home visits, parents learn how to improve their family’s health and provide better opportunities for their children. Home visits may include:

- Supporting preventative health and prenatal practices
- Assisting mothers on how best to breastfeed and care for their babies
- Helping parents understand child development milestones and behaviors
- Promoting parents’ use of praise and other positive parenting techniques
- Working with mothers to set goals for the future, continue their education, and find employment and child care solutions.
By attaching my signature to this document, I attest that I am familiar with the contents of the agreement and commit this agency to adhering to the contents of the MOU.

Name (Print): ________________________________
Signature: ________________________________
Title: ________________________________
Agency: ________________________________
Date: ________________________________
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Angelique Tafuya

Signature:

Title: Executive Director

Agency: Atta Mira SFS Inc.

Date: 2/8/2019
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print):  Lorraine E. Edmo

Signature:  Lorraine E. Edmo

Title:  Executive Director

Agency:  Native American Professional Paint Resources, Inc. (NAPPR)

Date:  2-22-2019
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Raymond Garcia

Signature:

Title: Executive Director

Agency: PB&J Family Services

Date: February 11, 2019
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Kathleen Cates

Signature: 

Title: CEO/President

Agency: LifeROOTS, Inc.

Date: January 16, 2019
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): April Spaulding
Signature: April Spaulding
Title: Executive Director
Agency: Apacheos Family Support Services
Date: 3/11/2019
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Karen Grimm Lucero

Signature: Karen Grimm Lucero

Title: President/CEO

Agency: Inspirations Early Intervention, Inc.

Date: 2-8-19
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Jeema K. LaGree

Signature: [Signature]

Title: Executive Director

Agency: Presbyterian Ear Institute

Date: 1/15/19
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): T. Resnick-Man
Signature:  
Title: President & CEO
Agency: BMSI - BEST for Kids
Date: 6/27/2019
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): V. Sue Cleveland

Signature: V. Sue Cleveland

Title: Superintendent

Agency: Rio Rancho Public Schools

Date: 2-11-19
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Jane Pitts

Signature: Jane Pitts

Title: Director Special Education Services

Agency: Bernalillo Public Schools

Date: 2-12-19
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Cindy Faris

Signature: [Signature]

Title: Program Coordinator

Agency: NMSBUT

Date: 2-11-19
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Debra Baca

Signature: [Signature]

Title: Vice-President, Early Childhood Division

Agency: YDT

Date: 2/14/19
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print):  

Signature: 

Title:  

Agency:  

Date:  

Andrea Pesina  

Interim Executive Director  
Pueblo of Isleta Head Start  

2/18/19
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Arlene Sandoval
Signature: Arlene Sandoval
Title: Director
Agency: San Felipe Pueblo Head Start
Date: 1/11/19
By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): ___Kevin Tenorio__________________________

Signature: _____________________________________________________________________________

Title: ___Education/ Disabilities Coordinator________________________________________________

Agency: ___Five Sandoval Indian Pueblos, Inc. Head Start Program________________________________

Date: ___February 11, 2019________________________________________