

GADSDEN INDEPENDENT SCHOOL DISTRICT EARLY CHILDHOOD TRANSITION TEAM

MEMORANDUM OF UNDERSTANDING

Team Members

APRENDAMOS Intervention Team

Discovery Childcare Development Center

Gadsden Independent School District- GISD

HELP New Mexico, Inc. Head Start

La Vida Institute

New Mexico School for the Blind & Visually Impaired – NMSBVI

New Mexico State University Dona Ana County Head Start – DACHS

New Mexico School for the Deaf – NMSD

MECA Early Intervention Service Providers

TRESCO Outreach and Training Services – TRESCO TOTS

CONTACT INFORMATION FOR TEAM MEMBERS

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Julie Hinojosa Interim SPED Director

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Lezli Leyva: 915 526-1033

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Program: APRENDAMOS

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Program: HELP Head Start

Program: TRESCO TOTS

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Program: MECA

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Director – Jeff Flores

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Program: New Mexico State University Dona Ana Head Start

Address: 1252 Barker Road, Las Cruces, NM 88005

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Program: New Mexico School For the Blind

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Contact: **Cindy Faris Infant Toddler Program Coordinator**

Sofia Diaz, NMSBVI Teacher

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Program: La Vida Institute

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Program: New Mexico School for the Deaf

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Program: Discovery Child Care Development Centers

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Contact: Amanda Valverde

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I. DESCRIPTION OF THE PARTICIPATING AGENCIES

LOCAL EDUCATION AGENCY

The Gadsden Independent School District (LEA) educates the children of Southern Dona Ana County and Otero county of New Mexico. Covering an area of 1400 square miles, the district educates approximately 14,200 students in programs from preschool through the 12th grade. With **four general education preschools, **fifteen** elementary schools, three middle schools, three high schools, and Anthony Charter School, the education of the students of southern New Mexico is our primary goal.**

FIT PROVIDERS

APRENDAMOS- Provides early intervention services for infants and young children up to 3 years of age who have developmental delays or who are at risk for developing delays.

La Vida Institute – The La Vida Child Care Inclusion Specialist (CCIS) supports the inclusion of children with special needs in the early childhood care learning environments. The CCIS provides consultation visits, helps locate resources, offers trainings, and provides support when requested by a childcare provider, in order to facilitate the inclusion of children with special needs in a typical early childhood environment.

MECA- Provides early intervention services for infants and young children up to 3 years of age who have developmental delays or who are at risk for developing delays.

New Mexico School for the Deaf (NMSD) and New Mexico School of Blind and Visually Impaired (NMSBVI)- Provides supports and services for children within the Gadsden Independent School District if a hearing or visual impairment is identified after the transition from FIT agencies.

TRESCO TOTS- Provides early intervention services for infants and young children up to 3 years of age who have developmental delays or who are at risk for developing delays.

HEAD START

HELP New Mexico and Dona Ana 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. This process of outreach and recruitment is on-going throughout the program year in order to meet enrollment requirements.

DISCOVERY CHILD DEVELOPMENT CENTER

Discovery Child Development Center provides early education for children from birth to five (5) years of age including a comprehensive Afterschool Program serving children currently enrolled in Kindergarten through sixth grade. DCDC is a 12 month program which works closely with outside agencies to offer a well rounded program for early intervention if needed.

II. PURPOSE

The purpose of this agreement is to define the respective roles of the Gadsden Independent School District Early Childhood Transition Team (ECTT) members in order to ensure coordinated and adequate planning among the members and to facilitate the integration and coordination of timely services to eligible children from birth through five (5) years of age.

III. GOALS

The goals of this agreement are:

To coordinate services among members of the Early Childhood Transition Team in order to facilitate a seamless transition of students between and among participating agencies;

To ensure that all children with, or at risk for developing, disabilities or developmental delays are identified in accordance with the Individuals with Disabilities Education Act (IDEA) as early as possible and receive appropriate and necessary services;

To formalize the referral procedures among participating agencies;

To facilitate communication and establish productive working relationships among all members of the ECTT by organizing and participating in transition planning conferences at least biannually.

IV. RESPONSIBILITIES IN TRANSITION PROCESS

NOTIFICATION
NOTIFICATION: FIT providers must notify the LEA of children who reside in the LEA's educational jurisdiction and who are potentially eligible for Part B services. For this purpose, potentially eligible is considered those children eligible under the Part C have established condition or developmental delay category. The list must include children who will turn three within the next 12 months.
Authority: NMAC 7.30.8.13 TRANSITION (B) In a timely manner, the early intervention provider shall notify the local education agency of children that reside in the geographic area served by the LEA that may be eligible for preschool special education services.

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

FIT PROVIDER	LEA	HEAD START/HELP NM	OTHER
<p>Provide information to GISD or applicable receiving agencies regarding the number of children, which may be eligible to transition in the coming school year. This list shall be cumulative and include students that may/must transition during the next school year and will be done using the state approved format. The list shall be hand delivered to GISD Child Find Office or sent registered mail to the director of special education. PO DRAWER 70, Anthony, NM 88021</p> <p><u>Timeline on or before:</u> January 15 April 15 July 15 October 15</p> <p>The list is to include child's first and last name, middle initial, date of birth, and contact information for the parents.</p> <p>If a child enters FIT program less than 45 days prior to his or her 3rd birthday FIT will provide information to the GISD Child Find Program.</p>	<p>GISD will: Acknowledge receipt of quarterly list by e-mail from Child Find.</p> <p>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.</p>	<p>HELP will participate in child find activities, including notification to GISD (using agreed upon methods and timelines) with parent permission for children enrolled in Head Start but not enrolled in Part B or Part C services who may be potentially eligible for Part B services.</p> <p>HELP will provide appropriate information as per state guidance and in alignment with HIPAA and FERPA requirements.</p>	<p>DISCOVERY: Will participate in child find activities, including notification to GISD (using agreed upon methods and timelines) with parent permission for children enrolled in DISCOVERY but not enrolled in Part B or Part C services, who may be potentially eligible for Part B services.</p>

REFERRAL TO LEA

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

FIT PROVIDER	LEA	HEAD START/HELP NM	OTHER
<p>The service coordinator shall:</p> <ol style="list-style-type: none"> 1. Ensure that the family is fully aware of the array of service and program options available under Part B, home daycare centers, head start programs, schools or community-based settings. 2. Consider the parent(s) needs for child care in the transition planning process. 3. Submit a Transition Referral Form to the Local Education Agency (LEA) at least 60 days prior to the Transition Conference, and if possible 6 months prior to the child’s third birthday. 4. With parent consent, the Service Coordinator will coordinate the completion and submission of the Transition Assessment 	<p>GISD will:</p> <ol style="list-style-type: none"> 1. Coordinate efforts with local early intervention providers to support parent and family involvement in the transition planning process. 2. Coordinate with early intervention providers to facilitate visits by families to classrooms and/or learn about services provided by the school district. 	<p>Head Start will:</p> <ol style="list-style-type: none"> 1. With parent consent refer children to GISD or Part C who show a need for further evaluation. Developmental Screening, hearing, and vision results will be sent with the referral. 2. Assist enrolled families who were previously enrolled in Part C, but declined a referral to GISD during transition; the parent may request a referral to GISD at anytime. In this case, a regular Child Find referral will be initiated by Head Start to GISD 	<p>La Vida Institute</p> <ol style="list-style-type: none"> 1. With parent consent, if not already included in the overall objectives, when invited and available will participate in IFSP/IEP meetings. 2. With Parent consent, make referrals to appropriate agencies. <p>NMSBVI will:</p> <ol style="list-style-type: none"> 1. Refer with parent consent to Local FIT early intervention providers or LEA, when appropriate. <p>NMSD will</p> <p>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 Step*Hi Regional Supervisors for technical</p>

<p>Summary Form to the LEA at least 30 days prior to the Transition Conference.</p> <p>5. In the case of a child with a documented visual impairment, the FIT Service Coordinator will contact NMSBVI for technical assistance prior to the 90-day conference to discuss the continuum of educational options.</p>			<p>assistance to the transition team in discussing communication considerations and the continuum of educational options.</p> <p>DISCOVERY will:</p> <ol style="list-style-type: none"> 1. With parent consent refer children to GISD or Part C who show a need for further evaluation. Developmental Screening, hearing, and vision results will be sent with the referral. 2. Assist enrolled families who were previously enrolled in Part C, but declined a referral to GISD during transition; the parent may request a referral to GISD at anytime. In this case, a regular Child Find referral will be initiated by DISCOVERY to GISD.
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TRANSITION PLANNING

By 24 months of age, but at least 6 months prior to the beginning of the school year in which the child turns three, the service coordinator shall meet with the family to identify and document the specific steps and actions that will support the child and family through the transition process. These individualized steps and actions are documented on the transition plan and are included in the IFSP.

Authority:

NMAC 7.30.8.13

- A.** Transition planning shall begin early enough to allow the parents to exercise all their rights under state and federal statutes and regulations. Transition planning must be undertaken for each child and family at least 6 months before the child is eligible to transition from early intervention services. Transition planning shall be a process involving meeting(s) and progressive steps toward the smooth and effective transitioning of each child and family.
- B.** In a timely manner, the early intervention provider shall notify the local education agency of children that reside in the geographic area served by the LEA that may be eligible for preschool special education services.
- C.** Steps/actions shall be identified and included in the IFSP that support the child and family and ensure a smooth and effective transition. With involvement of the parents, such steps/actions shall include, at a minimum:
 - 1. Discussions with the parents regarding future program/service options to include preschool special education services and other community services that may be available and appropriate; representatives from these programs and services shall be included in these discussions to ensure an informed decision;
 - 2. Preparing the child and family for the changes and adjustments to a new setting;
 - 3. With parental consent and in accordance with regulation, the transmission of information, including evaluation and assessment information and copies of IFSPs to ensure continuity of services.

FIT PROVIDER	LEA	HEAD START	OTHER
The Service Coordinator will submit a Transition Referral Form to GISD Child Find Office.	GISD will allow Part C agencies and partners in the MOU access to Early Childhood classrooms for families and agencies to assist in transition planning prior to the	Head Start will: 1. Coordinate with early intervention providers to facilitate visits by families	La Vida will: Attend Open House events hosted by GISD to meet families in transition and provide them with La Vida Institute resource

<p><u>Timeline</u> at least 60 days prior to the Transition Conference, and if possible 6 months prior to the child’s third birthday.</p> <p>With parent consent, the Service Coordinator will coordinate the completion and submission of the Transition Assessment Summary Form to the Child Find Office including current Individual Family Service Plan, current assessments, current Early Childhood Outcome Form, and current and or progress therapy notes.</p> <p><u>Timeline</u> at least 30 days prior to the Transition Conference.</p> <p>The service coordinator shall ensure that the family is fully aware of the array of service and program options available under Part B including home, daycare centers, head start programs, schools or community-based settings.</p>	<p>Transition Conference.</p>	<p>to classrooms and/or learn about services provided by Head Start</p> <ol style="list-style-type: none"> 2. Participate and/or coordinate joint training for staff and families on identified transition needs if appropriate. 3. Attend Open House events hosted by GISD to meet families in transition and provide an orientation to Head Start services 	<p>information</p> <p>DISCOVERY</p> <ol style="list-style-type: none"> 1. Will allow GISD staff to conduct evaluations on site when given permission from the parent to do so 2. Will also share information regarding the child’s development and allow access to child’s developmental portfolio with the proper disclosure of consent from the parent. <p>NMSBVI will:</p> <ol style="list-style-type: none"> 1. Provide information to parents/guardians of children who are eligible to transition regarding options for services. 2. Coordinate transition information and efforts with other service providers. 3. Support each family’s effort to have a current ophthalmologic report prior to transition. 4. Provide current assessment information, recommendations and consultation as needed to receiving program.
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TRANSITION CONFERENCE

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

Authority:

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.”

FIT PROVIDER	LEA	HEAD START/TMC/HELPNM	OTHER
<p>FIT Service Coordinator will:</p> <ol style="list-style-type: none"> 1. With the consent of the parent(s) convene and facilitate a Transition Conference at least 90 days and, at the discretion of all parties, nine months prior to the child’s third birthday. 2. If the child is potentially eligible for Part B preschool services under established condition or developmental delay, then 	<p>GISD will:</p> <ol style="list-style-type: none"> 1. Review all current and existing data provided by FIT provider. 2. Obtain consent from the parent for Part B to conduct an initial evaluation in all areas of suspected disability 3. Promote parent and family involvement in transition planning with Part C providers and related services providers at least 	<p>Agencies will:</p> <ol style="list-style-type: none"> 1. Review developmental information shared during the conference and explain the application process with family. 2. Provide family with information about the Head Start program, including eligibility criteria. 	<p>La Vida Institute will with parent approval: Invite childcare providers and La Vida Institute Child Care Inclusion Specialist to participate in the transition conference.</p> <p>NMSD/NMSBVI will:</p> <ol style="list-style-type: none"> 1. Provide a comprehensive overview of the transition process and provide information on services to families, including eligibility and enrollment information.

<p>GISD representatives must be invited to participate in the Transition Conference. The invitation will be sent at least 30 days prior to the Transition Conference.</p> <p>3. With consent of the parents, other relevant service providers shall also be invited (Head Start, child care providers, etc.).</p> <p>4. Facilitate this meeting to ensure the following:</p> <ul style="list-style-type: none"> a. the child’s service and program options are reviewed b. The IFSP, evaluation, assessment information, and other relevant data/information are reviewed. c. With parental consent, the information, including evaluation and assessment information and IFSP’s are 	<p>six months before the child is eligible to enter the GISD early childhood program</p> <p>4. Contact Part C providers as part of the district’s Child Find efforts in order to identify children who may be eligible to enter the GISD Part B Early Childhood program in future years.</p> <p>5. Establish and implement procedures to support successful transitions including parent training, professional development for special educators and general educators.</p> <p>6. Participate in transition planning conferences arranged by Part C providers no less than 90 days prior to the anticipated date of transition or the child’s third birthday, whichever occurs first. (Home Transition Conferences will take place only when the GISD, parent, and FIT provider can</p>		<p>2. Contacts the local LEA through its Joint Power’s Agreements to collaboratively consider placement options and participate in and conduct IFSP/IEP meetings.</p> <p>3. Participate in the Transition Conference and, if acting as FIT Service Coordinator, facilitate that conference per FIT regulations.</p> <p>4. Support each family in acquiring a comprehensive and current evaluation including audio logical prior to transition.</p> <p>NMSD ONLY</p> <p>1. 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.</p>
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<p>transmitted to the receiving agency.</p> <p>d. The parent consent for an evaluation is obtained when the LEA suspects that a child maybe a child with a disability in need of special educational or related services.</p> <p>e. Refer child for an initial Part B evaluation.</p> <p>5. Document all outcomes and decisions of the Transition Conference in the IFSP.</p> <p>6. In the case of a child with a documented visual impairment, the FIT Service Coordinator will contact NMSBVI for technical assistance during the 90 day conference to discuss the Consideration of Special Factors (from IDEA-97): consideration of the child’s needs, and appropriate reading and writing media (including an evaluation of the child’s</p>	<p>agree on a mutually agreeable time and place, and only in unusual circumstances at a location other than the FIT agency or a GISD facility)</p> <p>7. Develop and implement appropriate policies and procedures to ensure a smooth and effective transition from Part C providers to Early Childhood, Head Start, and/or other relevant early childhood programs and agencies.</p> <p>8. Provide relevant student information to agencies involved in MOU such as but not limited to service records, student observations, progress notes, etc., quarterly when requested by agencies.</p> <p>9. Will ask parent if information regarding eligibility can be shared with Part C agency and note the acceptance or refusal of this proposal on the Prior</p>		<p>2. Provide referral to the NMSD Outreach School Age Consultation Program to the GISD or Head Start, or other placement agency if placement is other than NMSD Preschool.</p> <p>3. Work together with other local FIT providers, Early Head Start, Head Start, and /or LEAs to best meet the needs of children who are deaf or hard of hearing in the community and support attainment of outcomes and goals contained in the IFSP/IEP.</p> <p>4. Participate in the Transition Conference and, if acting as FIT Service Coordinator, facilitate that conference per FIT regulations.</p> <p>5. Work together with other local FIT providers, Early Head Start, Head Start, and/or LEAs to best meet the needs of children who are deaf or hard of hearing and support attainment of outcomes and goals</p>
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<p>future needs for instruction in Braille or the use of Braille). NMSBVI staff is responsible for determining the Literacy Learning Mode of each transitioning child who we are serving in our infant toddler program: Auditory, Tactile, Visual, and for making recommendations about the recommended literacy mode for the child to the IEP team upon transition.</p>	<p>Written Notice of Proposed Actions.</p>		<p>contained in the IFSP/IEP.</p> <p>NMSBVI ONLY</p> <ol style="list-style-type: none"> 1. Provide a current functional vision assessment, orientation and mobility assessment, learning media assessment, as appropriate to support decision-making process. 2. Support a family’s referral to NMSVH Outreach Department for services if GISD does not have qualified vision personnel on staff to meet the needs of the child. 3. Work together with other local FIT providers and/or LEA to best meet the needs of children who are blind/visually impaired in the community and support the attainment of outcomes and goals contained in the IFSP/IEP. <p>DISCOVERY: Will, with parent approval participate in transition conference to:</p>
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			<p>1. Provide information about DCDC prolonged services.</p> <p>2. Work together with other local FIT providers and/or LEA to meet the needs of the child.</p>
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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 this 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.

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.

INDIVIDUALIZED EDUCATION PLAN: A plan will be developed for each student that is found eligible for Part B special education services. Required members of this team include: the parent, a LEA representative, a general education teacher, and a LEA evaluator. The parent may choose to bring whomever they chose

GISD combines the eligibility determination and IEP meeting into one step rather than two. If the child is not eligible for services the parent will be provided with a copy of the Educational Evaluation Report and Prior Written Notice. If the child is found eligible for services by the IEP committee a plan will be developed based on the students individual needs.

Authority:

NMAC

6.31.2.10 IDENTIFICATION, EVALUATIONS AND ELIGIBILITY DETERMINATIONS:

6.31.2.11 EDUCATIONAL SERVICES FOR CHILDREN WITH DISABILITIES:

A. Preschool programs for children aged 3 through 5.

(1) Each public agency shall ensure that a free appropriate public education is available for each preschool child with a disability within its educational jurisdiction no later than the child’s third birthday and that an individualized education program (IEP) under Part B or an individual family services plan (IFSP) under Part C of the IDEA is in effect by that date in compliance with 34 CFR Secs. 300.101, 300.124 and 300.323(b).

(2) Eligibility to enroll in Part B preschool program.

(a) If a child turns three at any time during the school year and is determined to be eligible under Part B, the child may enroll in a Part B preschool program when the child turns three if the parent so chooses, whether or not the child has previously been receiving Part C services.

(b) Notwithstanding subparagraph (a) of this paragraph, if a child turns three at any time prior to July 1, 2012 and is enrolled in a Part C program, the parent has the option of having the child complete the remainder of the school year in early intervention services or, if the child is determined to be eligible under Part B, enrolling the child in a Part B preschool program.

(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.

6.31.2.11 (5) (h) In compliance with 34 CFR Sec. 300.101(b)(2), if a child’s birthday occurs during the summer, the child’s IEP team shall determine the date when services under the IEP or IFSP will begin. Each public agency must engage in appropriate planning with the Part C lead agency so that the eligible child will be prepared to receive Part B special education and related services when the IEP team determines that the services under the IEP or IFSP will begin.

FIT PROVIDER	LEA	HEAD START/HELP NM	OTHER
<p>FIT Agency will:</p> <ol style="list-style-type: none"> 1) If during the LEA’s evaluation process a transitioning child is found by Part C to no longer be eligible for Part C services, Part C must notify the LEA. 2) Attend IEP meetings with parental consent 3) If parent chooses to not continue with transition to GISD, Part C will notify GISD of the parent’s decision to refuse Part B Services. 	<p>After obtaining parental consent to conduct an initial evaluation GISD will:</p> <ol style="list-style-type: none"> 1. Schedule a date for initial evaluation- when existing data is not sufficient to determine eligibility. 2. Conduct the initial evaluation within 60 days of the Consent Form for Preschool Evaluation. 3. Conduct the initial evaluation In accordance with 34 CFR § 300.304 to include a variety of measures and sources, including functional, aptitude, and achievement tests, and parent input, as well as information about the child’s physical condition, social or cultural background. 	<p>Head Start/HELP NM will:</p> <ol style="list-style-type: none"> 1. Attend IEP meetings for children who are enrolled in Head Start, when invited, with parent consent. Head Start will support the placement decisions made by the parent and IEP team by accommodating any services provided in the classroom, assisting with bussing between programs, and developing appropriate activities which will support and promote the IEP goals. 2. Share any resources available with all programs involved with the child, which will provide additional family, child, or staff support in working with the child. 	<p>La Vida Institute will with parental consent:</p> <ol style="list-style-type: none"> 1. Invite all childcare directors or teacher to attend IFSP.IEP committee meetings to share all data documented and resources for additional support and involvement in working with the child. 2. With parental consent, provide IFSP/IEP committee members with information to support the child/family in the placement in the event the childcare director or teacher is not able to attend. <p>NMSD will:</p> <p>In the case of a child who is deaf or hard-of-hearing, and in</p>

	<p>4. Once a review of data has been conducted and deemed sufficient or after the evaluation has been completed :</p> <ul style="list-style-type: none"> a. IEP team including the parent shall determine whether the child is a child with a disability in need of special education or related services in accordance with state and Federal regulations. b. GISD shall provide a copy of the eligibility documentation to the parent(s) and with parental consent, a copy of this documentation will be provided to the referring FIT provider. Documents will be delivered to Part C Agencies at the beginning of each month. 		<p>accordance with DOH procedure and with parent consent, contact an NMSD Step*Hi Regional Supervisors for technical assistance to the transition team in discussing communication considerations and the continuum of educational options.</p> <ul style="list-style-type: none"> ▪ In the case of a child with a hearing loss, even if the hearing loss is not the child’s primary condition, the Communication Considerations for Children with a Hearing Loss IEP addendum MUST be completed by the IEP team to facilitate discussion around the child’s communication needs. NMSD Outreach staffs are available to IEP teams for support and consultation. <p>DISCOVERY</p> <ol style="list-style-type: none"> 1. Will attend the IEP Meetings, with parent consent, for children who are enrolled in DCDC.
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	<p>5. If a child turns three at any time during the school year and is determined to be eligible under Part B, the child may enroll in a Part B preschool program when the child turns three if the parent so chooses.</p> <p>6. If a child's birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin. Each public agency must engage in appropriate planning with the Part C lead agency so that the eligible child will be prepared to receive Part B special education and related services when the IEP team determines that the services under the IEP or IFSP will begin.</p>		<p>2. Share any information and/or resources available with all programs involved with the child.</p> <p>NMSBVI</p> <p>1. Will participate, with parent permission, on IEP/ IFSP team. Provide current information regarding present level of performance and relevant assessment information to be used in eligibility determination and programming design.</p> <p>2. Attend the IEP/ IFSP meeting and provide current functional vision assessment or determine if further vision assessment is needed for children we are serving in Birth -3 programs, assist in setting goals, objectives, provide suggestions for environmental modifications, and provide recommendations for level of service.</p>
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V. DURATION

This MOU will remain in effect until such time that the Gadsden Transition Team determines that a revision is needed, but in no case shall it remain in effect for more than four (4) years.

VI. IMPLEMENTATION OF AGREEMENT

All agencies participating in this agreement will support their staff in implementation of the MOU. This MOU shall remain in effect until terminated, revised or replaced. Any Party to this MOU may terminate participation with a 60-day advance written notice.

VII. MONITORING AND EVALUATION OF THE AGREEMENT

The Gadsden Transition Team will meet at least biannually to review and evaluate the effectiveness of the MOU. Team collaboration and discussion are an integral part of this process. The team may also choose to communicate electronically. If no changes are needed or required the date of review will be noted in the meeting minutes. At any time if it is determined that this MOU needs revision, the team may choose to replace this MOU in its entirety or changes can be identified by attaching an addendum to the MOU. If changes are clerical in nature such as a team member change, this will be noted in meeting minutes and the Agency Page will be updated to reflect changes to be affective on the date of the change.

VII. CONFIDENTIALITY

All parties to this agreement will follow the confidentiality regulations set forth by each party's policies and regulations.

VIII. PUBLIC AWARENESS

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

IN WITNESS WHEREOF, the following signatures are affixed:

Agency Name	Signature	Role/Title	Date
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Agency Name	Signature	Role/Title	Date
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