

# GADDSEN INDEPENDENT SCHOOL DISTRICT EARLY CHILDHOOD TRANSITION TEAM

## MEMORANDUM OF UNDERSTANDING

### Team Members

APPENDAMOS Intervention Team- AIT  
Discovery Child Development Center- DCDC  
Gadsden Independent School District- GISD  
HELP New Mexico, Inc. Head Start  
WNMU La Familia Resource Center  
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  
TRESKO Outreach and Training Services – TRESKO TOTS

## CONTACT INFORMATION FOR TEAM MEMBERS

**Program: Gadsden Independent School District Child Find Office**  
Address: 500 Fourth St. Anthony, NM 88021  
Contact Person: Lupe Campos EC Disabilities Specialist  
SPED Director: Randall Rapanut  
Phone Number: 575-882-6221  
Lupe Campos: 575-618-7387  
Fax Number: 575-882-6206  
E-mail: [luccampos@gisd.k12.nm.us](mailto:luccampos@gisd.k12.nm.us)  
E-mail: [trapanut@gisd.k12.nm.us](mailto:trapanut@gisd.k12.nm.us)

**Program: TRESKO TOTS**  
Address: 1215 Anthony Drive, Suite H,  
Contact Person: Cathy Gonzales, Area Supervisor  
Director: Sylvia Washington 575-527-4900  
Phone Number: 575-882-2744  
Fax Number: 575-882-0679  
email: [swashington@trescoinc.org](mailto:swashington@trescoinc.org)  
email: [cgonzales@trescoinc.org](mailto:cgonzales@trescoinc.org)

**Program: APRENDAMOS**

Address: 301 Perkins Dr. Ste B, Las Cruces, NM 88005  
Contact Person: Valerie Maez  
Director: Celina Waller  
Phone Number: 575-526-6682  
Fax: 575-523-7254  
E-mail: [cwaller@aitkids.com](mailto:cwaller@aitkids.com)  
E-mail: [vmaez@aitkids.com](mailto:vmaez@aitkids.com)

**Program: HELP Head Start**

Address: 1252 Barker Road, Las Cruces, NM 88005  
Contact Person: Lisa Sepulveda  
Phone Number: 575-523-2411 ext 6004  
Fax: 575-523-6646  
E-mail: [lsepulveda@helpnm.com](mailto:lsepulveda@helpnm.com)

**Program: New Mexico School for the Blind & Visually**

**Impaired Infant Toddler Program**

Address: 801 Stephen Moody Street SE, Albuquerque, NM 87123  
Contact Person: Cindy Faris Infant Toddler Program Coordinator  
Sophia Diaz Developmental Vision Specialist  
Phone: Sophia: 575-635-6549 Cindy Faris: 505 859-0427  
Fax: 915-877-3121  
E-mail: [Sophiadiaz@nmsbvi.k12.nm.us](mailto:Sophiadiaz@nmsbvi.k12.nm.us)  
E-mail: [Cfaris@nmsbvi.k12.nm.us](mailto:Cfaris@nmsbvi.k12.nm.us)

**Program: WNNMU La Familia Resource Center**

Address: 205 W. Boutz Bldg, 3 Ste. C  
P. O. Box 680 Silver City, NM 88062  
Contact Person: Yvonne Ortega  
Phone: 575-538-6483 Cell: 575-313-7987  
E-mail: [yvonne.ortega@wnmu.edu](mailto:yvonne.ortega@wnmu.edu)

**Program: MECA**

Address: 1350 Hillrise Circle, Las Cruces, NM 88011  
Contact Person: Cassandra Varela  
SW Regional Director: Sebastian Camacho Jr.  
Phone: 575-522-9500  
Fax: 575-523-1108  
E-mail: [sebastian@mecatherapies.com](mailto:sebastian@mecatherapies.com)  
E-mail:

**Program: New Mexico State University Dona Ana Head Start**

Address: 2540 El Paseo Suite B, Las Cruces, NM 88001  
Contact Person: Nicole Gutierrez  
Phone: 915-731-1304  
Fax: 575 647-8734  
email: [engut@nmsu.edu](mailto:engut@nmsu.edu)

**Program: New Mexico School for the Deaf**

Address: 1060 Cerrillos Road, Santa Fe, NM 87505  
Contact Person: Mary Lambourne SW Regional Supervisor  
Phone: 505-231-0754  
Email: [Mary.Lambourne@nmsd.k12.nm.us](mailto:Mary.Lambourne@nmsd.k12.nm.us)

**Program: Discovery Child Development Centers**

Address: 107 Discovery Lane, Anthony, NM 88021  
Contact Person: Amanda Valverde  
Phone: 575-882-3700/575-382-0338  
E-mail: [amvaler@yahoo.com](mailto:amvaler@yahoo.com)

## I. DESCRIPTION OF THE PARTICIPATING AGENCIES

### LOCAL EDUCATION AGENCY

The Gadsden Independent School District (L/EA) 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.

### FTT PROVIDERS

**APPENDAMOS**- 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.

**WNMU La Familia Resource Center** – WNMU La Familia Resource 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 (NMMSD)**- Provides for the unique needs of children and students who are deaf/hard of hearing, their families, and professional partners by providing a comprehensive array of school and statewide programs.

**New Mexico School for Blind and Visually Impaired Infant Toddler Program**-Provides vision support services to children birth through three who have a diagnosed vision impairment or who are at “at risk” for receiving a visual impairment diagnosis.

**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 Head Start 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 as needed.

#### IV. RESPONSIBILITIES IN TRANSITION PROCESS

##### 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.**

##### 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 not fewer than 90 days before the third birthday of each child who is potentially eligible for IDEA Part B.

##### NMAC 6.31.2.11 EDUCATIONAL SERVICES FOR CHILDREN WITH DISABILITIES:

###### (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
Provide information to GISD or applicable receiving agencies regarding the number of children, which may be	GISD will: Acknowledge receipt of quarterly list by e-mail from Child Find.	Head Start will participate in child find activities, including notification to GISD (using agreed upon methods and	DISCOVERY: Will participate in child find activities, including notification to GISD (using

<p>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 3<sup>rd</sup> birthday FIT will provide information to the GISD Child Find Office.</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>Follow-up with FIT agencies via e-mail in June and December on students identified on quarterly lists that did not participate in the transition conferences.</p>	<p>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>Head Start will provide appropriate information as per state guidance and in alignment with HIPAA and FERPA requirements.</p>	<p>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> <p>NMSBV/NMSD will: refer children potentially eligible to the appropriate Part C or Part B agency for eligibility determination.</p>
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## TRANSITION PLANNING

For all children receiving FIT services, the transition plan will be initiated at that child's Initial IFSP meeting and the Family Service Coordinator will inform the parent(s) regarding the timelines for their child's transition. At 24 months of age, 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, including home. Part B preschool special education, Head Start, child care centers, private preschools, or other community-based settings, etc.

### 7.30.8.13 TRANSITION

#### C. Transition plan:

- (1) A transition plan shall be developed with the parent(s) for each eligible child and family that addresses supports and services after the child leaves the FIT program.
- (2) The transition plan shall be included as part of the child's IFSP and shall be updated, revised and added as needed.
- (3) The following is the timeline for developing the transition plan:
  - (a) at the child's initial IFSP meeting the transition plan shall be initiated and shall include documentation that the family service coordinator has informed the parent(s) regarding the timelines for their child's transition;
  - (b) by the time child is 24 months old, the transition plan will be updated to include documentation that the family service coordinator has informed the parent(s) of the early childhood transition options for their child and any plans to visit those settings; and
  - (c) at least 90 days and not more than nine months before the child's third birthday, the transition plan shall be finalized at an annual IFSP or transition conference meeting that meets the attendance requirements of this rule.
- (4) The transition plan shall include:
  - (a) steps, activities and services to promote a smooth and effective transition for the child and family;
  - (b) a review of program and service options, including Part B preschool special education, head start, New Mexico school for the deaf, New Mexico school for the blind and visually impaired, private preschool, child care settings and available options for Native American tribal communities; or home if no other options are available;
  - (c) documentation of when the child will transition;
  - (d) the parent(s) needs for childcare if they are working or in school, in an effort to avoid the child having to move between preschool settings;
  - (e) how the child will participate in inclusive settings with typically developing peers;
  - (f) evidence that the parent(s) have been informed of the requirement to send notification to the LEA;
  - (g) discussions with and training of the parent(s) regarding future placements and other matters related the child's transition;
  - (h) procedures to prepare the child for changes in service delivery, including steps to help the

child adjust to, and function in a new setting; and  
 (i) a confirmation that referral information has been transmitted, including the assessment summary form and most recent IFSP.

**6.31.2.11 EDUCATIONAL SERVICES FOR CHILDREN WITH DISABILITIES:**

(A) (4) Each public agency shall develop and implement appropriate policies and procedures to ensure a smooth and effective transition from Part C to Part B programs for preschool children with disabilities within the agency's educational jurisdiction, in compliance with 34 CFR Sec. 300.124. Each LEA and other public agencies as appropriate shall make reasonable efforts to establish productive working relations with local Part C programs and when given reasonable notice shall participate in the transition planning conferences arranged by local Part C providers.

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

FIT PROVIDER	LEA	HEAD START	OTHER
<p>At least 60 days prior to the Transition Conference the Service Coordinator will submit a Transition Referral Form to GISD Child Find Office.</p> <p>At least 30 days prior to the Transition Conference and with parent consent, the Service Coordinator will coordinate the completion and submission of the Transition</p>	<p>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 Transition Conference.</p> <p>GISD will:</p> <ol style="list-style-type: none"> <li>1. Review all current and existing data provided by FIT provider.</li> </ol>	<p>Head Start will:</p> <ol style="list-style-type: none"> <li>1. Coordinate with early intervention providers to facilitate visits by families to classrooms and/or learn about services provided by Head Start</li> <li>2. Participate and/or coordinate joint training for staff and families on identified transition needs if appropriate.</li> </ol>	<p>WNMU La Familia Resource Center will:</p> <ol style="list-style-type: none"> <li>1. Attend Open House events hosted by GISD to meet families in transition and provide them with WNMU La Familia Resource Center Institute resource information.</li> <li>2. Invite all childcare directors or teachers to attend IFSP/IEP committee</li> </ol>

<p>Assessment Summary Form to the Child Find Office including current Individual Family Service Plan, current assessments and current Early Childhood Outcome Form.</p>	<p>2. Obtain consent from the parent for Part B to conduct an initial evaluation in all areas of suspected disability</p>	<p>3. Attend Open House events hosted by GISD to meet families in transition and provide an orientation to Head Start services</p>	<p>meetings to share all data documented and resources for additional support and involvement in working with child.</p>
<p>In the case of a child with a documented visual or hearing loss, the FIT Service Coordinator will contact NMSBVI or NMSD for technical assistance prior to the transition conference to discuss the continuum of educational options.</p>	<p>3. Promote parent and family involvement in transition planning with Part C providers and related services providers at least six months before the child is eligible to enter the GISD early childhood program</p>	<p>Agencies will: 1. Review developmental information shared during the conference and explain the application process with family.</p>	<p>3. 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>
<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>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>2. Provide family with information about the Head Start program, including eligibility criteria.</p>	<p>DISCOVERY 1. Will allow GISD staff to conduct evaluations on site when given permission from the parent to do so.</p>
<p>FIT Service Coordinator will: 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, <u>and no more than</u></p>	<p>5. Establish and implement procedures to support successful transitions including parent training, professional development for special educators and general educators.</p>		<p>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>
<p>6. Participate in transition</p>			

<p>nine months prior to the child's third birthday.</p>	<p>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 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>NMSBVI/NMMSD will:</p> <ol style="list-style-type: none"> <li>1. Provide information to parents/guardians of children who are eligible to transition regarding options for services.</li> <li>2. Coordinate transition information and efforts with other service providers.</li> <li>3. Support each family's effort to have a current ophthalmologic/audiology report prior to transition.</li> <li>4. Provide current assessment information, recommendations and consultation as needed to receiving program.</li> </ol> <p>NMSBVI will: Participate, when invited, in transition conferences/meetings and help the team and family consider placement options and adaptations that may be needed.</p> <p>Provide a current Transition Functional Vision Evaluation.</p>
<ol style="list-style-type: none"> <li>2. If the child is potentially eligible for Part B preschool services under established condition or developmental delay, then 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.</li> <li>3. With consent of the parents, other relevant service providers shall also be invited (Head Start, child care providers, etc.).</li> <li>4. Facilitate this meeting to ensure the following: <ol style="list-style-type: none"> <li>a. the child's service and program options are reviewed</li> <li>b. The IFSP, current assessment information, medical records and other relevant data/information are reviewed.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>8. Will ask parent if information regarding eligibility can be shared with Part C agency and</li> </ol>	

<p>c. With parental consent, the information, including current assessment information and IFSP's are transmitted to the receiving agency.</p> <p>d. The parent consent for an evaluation is obtained when the LEA suspects that a child may be 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 hearing loss, the FIT Service Coordinator will contact the NMSD Regional Supervisor for technical assistance during the 90 day conference and for consultation related to Special Considerations for</p>	<p>note the acceptance or refusal of this proposal on the Prior Written Notice of Proposed Actions.</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> <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 IEP.</p> <p>4. Contacts the local LEA through its Joint Power's</p>
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<p>Children who are Deaf or Hard-of-Hearing as mandated by IDEA at the Transition Conference and IEP meeting.</p> <p>7. Consider the parent(s) needs for child care in the transition planning process.</p>			<p>Agreements to collaboratively consider placement options and participate in and conduct IEP/IFSP meetings.</p> <p>DISCOVERY:</p> <ol style="list-style-type: none"> <li>1. Will, with parent approval participate in transition conference to provide information about DC prolonged services.</li> <li>2. Work together with other local FIT providers and/or LEA to meet the needs of the child.</li> </ol>
<p><b>REFERRAL TO LEA</b></p>			
<p>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.</p>			
<p><b>7.30.8.13 TRANSITION</b></p> <p><b>D Referral to the LEA and other preschool programs:</b></p> <p>(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).</p>			

(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.

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.

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.

**7.30.8.7 DEFINITIONS**

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.

<b>FIT PROVIDER</b>	<b>LEA</b>	<b>HEAD START/HELP NM</b>	<b>OTHER</b>
<p>The service coordinator shall:</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <ol style="list-style-type: none"> <li>2. Submit a Transition Referral Form to the Local Education Agency (LEA) at least 60 days prior to the Transition Conference, and</li> </ol>	<p>GISD will:</p> <ol style="list-style-type: none"> <li>1. Coordinate efforts with local early intervention providers to support parent and family involvement in the transition planning process.</li> <li>2. Coordinate with early intervention providers to facilitate visits by families to classrooms and/or learn about services provided by the school district.</li> </ol>	<p>Head Start will:</p> <ol style="list-style-type: none"> <li>1. With parent consent refer children to GISD or Part C who show a need for further evaluation.</li> <li>2. Assist enrolled families who were previously enrolled in Part C, but declined a referral to</li> </ol> <p>Developmental Screening, hearing, and vision results will be sent with the referral.</p>	<p>WNMU La Familia Resource Center</p> <ol style="list-style-type: none"> <li>1. With parent consent, if not already included in the overall objectives, when invited and available will participate in IFSP/IEP meetings.</li> <li>2. With Parent consent, make referrals to appropriate agencies.</li> </ol> <p>NMSBVI will: coordinate</p>

<p>if possible 6 months prior to the child's third birthday.</p>		<p>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>	<p>transition information and efforts with other service providers.</p> <p>NMSD will:          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 Parent Infant Child Program Regional Supervisors for technical 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"> <li>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.</li> <li>2. Assist enrolled families who were previously enrolled in Part C, but declined a referral to GISD</li> </ol>
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			<p>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.</p>
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**TRANSITION CONFERENCE**

**The ITT 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.**

**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.);
- (7) be facilitated by the family service coordinator to include:
  - (a) a review of the parent(s)'s preschool and other service options for their child;
  - (b) a review of and, if needed, a finalization of the transition plan;
  - (c) a review of the current IFSP, the assessment summary and any other relevant information;
  - (d) the transmittal of the IFSP, evaluation and assessments and other pertinent information with parental consent;
  - (e) an explanation by an LEA representative of the IDEA Part B procedural safeguards and the eligibility determination process, including consent for the evaluation;
  - (f) as appropriate, discussion of communication considerations (if the child is deaf or hard of hearing) and Braille determination (if the child has a diagnosis of a visual impairment), autism considerations, and considerations for children for whom English is not their primary language;
  - (g) discussion of issues including enrollment of the child, transportation, dietary needs, medication needs, etc.
  - (h) documentation of the decisions made on the transition page and signatures on the Transition Conference signature page, which shall be included as part of the IFSP. Copies of the Transition Conference page and signature page shall be sent to all participants.

6.31.2.11

(A)

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

FIT PROVIDER	LEA	HEAD START/TMC/HELPPM	OTHER
<p>FIT Service Coordinator will:</p> <ol style="list-style-type: none"> <li>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, <u>and no more than</u> nine months prior to the child's third birthday.</li> <li>2. If the child is potentially eligible for Part B preschool services under established condition or developmental delay, then 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.</li> <li>3. With consent of the parents, other relevant service providers shall also be invited (Head Start, child</li> </ol>	<p>GISD will:</p> <ol style="list-style-type: none"> <li>1. Review all current and existing data provided by FIT provider.</li> <li>2. Obtain consent from the parent for Part B to conduct an initial evaluation in all areas of suspected disability.</li> <li>3. Promote parent and family involvement in transition planning with Part C providers and related services providers at least six months before the child is eligible to enter the GISD early childhood program.</li> <li>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.</li> </ol>	<p>Agencies will:</p> <ol style="list-style-type: none"> <li>3. Review developmental information shared during the conference and explain the application process with family.</li> <li>4. Provide family with information about the Head Start program, including eligibility criteria.</li> </ol>	<p>WNMU La Familia Resource Center will with parent consent:</p> <ol style="list-style-type: none"> <li>1. Invite all childcare directors or teachers to attend IFSP/IEP committee meetings to share all data documented and resources for additional support and involvement in working with child.</li> <li>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.</li> </ol> <p>NMSBVI will:</p> <ol style="list-style-type: none"> <li>1. Participate, when invited, in transition</li> </ol>

<p>care providers, etc.).</p> <p>4. Facilitate this meeting to ensure the following:</p> <ol style="list-style-type: none"> <li>a. the child's service and program options are reviewed</li> <li>b. The IFSP, current assessment information, medical records and other relevant data/information are reviewed.</li> <li>c. With parental consent, the information, including current assessment information and IFSP's are transmitted to the receiving agency.</li> <li>d. The parent consent for an evaluation is obtained when the LEA suspects that a child may be a child with a disability in need of special educational or related services.</li> <li>e. Refer child for an initial Part B evaluation.</li> </ol> <p>5. Document all outcomes and decisions of the Transition</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 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</p>	<p>conferences/meetings and help the team and family consider placement options and adaptations that may be needed.</p> <ol style="list-style-type: none"> <li>2. Provide a current Transition Functional Vision Evaluation.</li> <li>3. Support each family's effort to have a current ophthalmologic report prior to transition.</li> </ol> <p>NMSD will:</p> <ol style="list-style-type: none"> <li>1. Contacts the local LEA through its Joint Power's Agreements to collaboratively consider placement options and participation.</li> <li>2. Participate in the Transition Conference and, if acting as FIT Service Coordinator, facilitate that conference per FIT regulations.</li> <li>3. Support each family in</li> </ol>
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<p>Conference in the IFSP.</p>	<p>childhood programs and agencies.</p>		<p>acquiring a comprehensive and current evaluation including audiological prior to transition.</p>
<p>6. In the case of a child with a documented hearing loss, the FIT Service Coordinator will contact the NMSD Regional Supervisor for technical assistance during the 90 day conference and for 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>	<p>8. 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 Written Notice of Proposed Actions.</p>		<p>4. 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>
<p>7. Consider the parent(s) needs for child care in the transition planning process.</p>			<p>5. 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>6. Work together with other local FIT providers, Early Head Start, Head Start, and /or LEAs to best meet the needs of children</p>

			<p>who are deaf or hard of hearing in the community and support attainment of outcomes and goals contained in the IEP.</p> <p><b>DISCOVERY:</b> Will, with parent approval participate in transition conference to:</p> <ol style="list-style-type: none"> <li>1. Provide information about DCDC prolonged services.</li> <li>2. Work together with other local FIT providers and/or LEA to meet the needs of the child.</li> </ol>
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**INITIAL COMPREHENSIVE 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.

#### 7.30.8.13 TRANSITION

##### H. Transition date:

- (1) The child shall transition from the FIT program when he or she turns three years old.
- (2) For a child determined to be eligible by the LEA for preschool special education (IDEA Part B):
  - (a) if the child's third birthday occurs during the school year, transition shall occur by the first school day after the child turns three; or
  - (b) if the child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP (or IFSP-IEP) will begin.

##### I. The individualized education program (IEP):

- (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.
- J. Follow-up family service coordination: At the request of the parents, and in accordance with New Mexico department of health policy, family service coordination shall be provided after the child exits from early intervention services for the purpose of facilitating a smooth and effective transition.

#### 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.
  - (a) The initial comprehensive evaluation process shall be conducted in all areas of suspected disability.
  - (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.

(c) The Part B eligibility determination team must consider educationally relevant medical assessments as part of the review of existing evaluation data. The determination of eligibility may not be made solely on the basis of medical assessments. If the team considers medical assessments conducted more than six months prior to the date of the meeting, the team must document the appropriateness of considering such medical assessments.

**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.

<b>FIT PROVIDER</b>	<b>LEA</b>	<b>HEAD START/HELP NM</b>	<b>OTHER</b>
<p>FIT Agency will:</p> <ol style="list-style-type: none"> <li>1. If during the LEA's evaluation process a transitioning child is found by Part C to no longer be <u>eligible</u> for Part C services, Part C will notify the LEA.</li> <li>2. Attend IEP meetings with parental consent</li> <li>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.</li> </ol>	<p>After obtaining parental consent to conduct an initial evaluation GISD will:</p> <ol style="list-style-type: none"> <li>1. Schedule a date for initial evaluation- when existing data is not sufficient to determine eligibility.</li> <li>2. Conduct the initial evaluation within 60 days of the Consent Form for Preschool Evaluation.</li> <li>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</li> </ol>	<p>Head Start/HELP NM will:</p> <ol style="list-style-type: none"> <li>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 and developing appropriate activities which will support and promote the IEP goals.</li> <li>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.</li> </ol>	<p>WNMU La Familia Resource Center will with parental consent:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol>

	<p>the child's physical condition, social or cultural background.</p> <p>4. Once a review of data has been conducted and deemed sufficient or after the evaluation has been completed :</p> <p>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.</p> <p>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> <p>5. With parental consent, notify the Part C agencies</p>		<p>is not able to attend.</p> <p>NMMSD will:</p> <p>1. Participate in the IEP meeting with parent consent.</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 NMMSD Parent Infant Child Program Regional Supervisors for technical assistance to the transition and IEP team in discussing communication considerations and the continuum of educational options.</p> <p>2. 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</p>
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	<p>and Head Start Programs of the IEP meetings dates and times.</p> <p>6. 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.</p> <p>7. 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>team to facilitate discussion around the child's communication needs. NMSD Outreach staffs are available to IEP teams for support and consultation.</p> <p><b>DISCOVERY</b></p> <p>1. Will attend the IEP Meetings, with parent consent, for children who are enrolled in DCDC.</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</p>
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			<p>programming design.</p> <p>2. Will complete the Considerations of Special Factors form (from IDEA-97) to take into consideration the transitioning child's future needs and appropriate reading and writing media to include Braille.</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 effective 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:  
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