



MN EHDI Key Differences Between Part C and Part B Q&A Document

This Q&A document was created on 12/4/24 with a group of Early Hearing Detection & Intervention (EHDI) providers working in early intervention. The group viewed the Minnesota Department of Education (MDE) Key Differences Between Part C and Part B Webinar and then had a follow-up session with the MDE Staff to answer these questions.

MDE Part C Webinar: <https://education.mn.gov/MDE/dse/early/ecse/bc/>

Question	Response from MN Department of Education 12/4/24
<p>What things should we consider regarding eligibility DHH vs DD? (slide 10)</p>	<p>Categorical eligibility is always an option. If the child has additional areas of delay that cannot be linked back to a hearing loss you should also consider DD eligibility and have a primary and secondary area of eligibility established. At age 7 the DD would be dropped and the team would need to document continuing eligibility for DHH. With either eligibility, TDHH can be included in the IEP if it is a necessary support.</p>
<p>Is a team override ok to use for students with hearing loss that currently are not delayed, but will need self-advocacy, and compensatory supports to assist them in preschool and into kindergarten before they are put on a 504? They might not show a need in a functional listening evaluation (FLE) given their age and lack of ability to sit through a FLE. (slide 11)</p>	<p>Overrides apply only in Part B. There may be times when the procedures used result in <u>invalid</u> findings for a particular child but you have other objective data that leads the team to conclude the child has a disability and is in need of special education. This would be when we would consider a team override. In order to use a team override you will need to explain why the procedures used resulted in invalid findings for this particular child.</p> <p>Next you will need to refer back to your objective data to conclude that the child has a disability and is in need of special education. We want to point out that you need more than one data source and more than one method is required here. Then that data is synthesized and ranked according to relative importance in making this eligibility determination.</p> <p>And finally the override requires the agreement and signature of team members. Any team members</p>



	<p>that disagree with the override decision must include a statement of why they disagree.</p> <p>Program monitoring has clarified that the statement of disagreement does not have to be lengthy but should include substantive evidence rather than just opinion.</p> <p>If more than one team member disagrees they can write separate statements or this can be a joint statement.</p> <p>The team override requirement applies to all disability categories and may be included as part of the evaluation report or in a separate document in the child's file.</p>
<p>For Part B Developmental Delay, diagnosed conditions, is there a particular list to refer to or is it the same as the list used for Part C? (slide 10)</p>	<p>You can refer to the same lists for Part B as you would for Part C. Note that some of the conditions have age limits. If there are no age limits, you can use the established condition for both Part C and Part B. Another difference is that, for Part B, the condition must have resulted in an educational need in order to establish eligibility under Part B.</p>
<p>In the statement, “Must have 2 different team members,” is this referring to who attends the meeting or provides services? (slide 18)</p>	<p>Under Part C, you must have two individuals from different disciplines attending the initial and annual IFSP meetings. However, you are not required to have more than one individual/discipline providing services.</p>
<p>For the general education representative, what about children who are served in a classroom that has all children with hearing differences? (slide 19)</p>	<p>The requirement for general education representation on an IEP team is for a child who is or potentially will participate in general education. It should be an exception that a preschool aged child is identified as a child who may not potentially participate in a regular education classroom. And therefore most preschool IEP Teams will include a general education representative.</p>