

TRANSITION MOU INFORMATION
NEW MEXICO SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

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

1. Provide information to parents/guardians of children who are eligible to transition regarding options for services
2. Coordinate transition information/efforts with other service providers.
3. Refer, with parent consent, to the local FIT early intervention providers or LEA, when appropriate.
4. Support each family's efforts to have a current ophthalmologic report prior to transition.
5. Provide current assessment information, recommendations and consultation as needed to the receiving program. Prepare the Transition Functional Vision Evaluation for meetings when given sufficient notice by the child's service coordinator.
6. Participate in EI team meetings to complete the vision portion of the transition assessment summary form.
7. Participate in transition conferences/meetings and help the team and family consider placement options and adaptations that may be needed.
8. Participate, with parent permission, on IFSP/IEP team. Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination and programming design.
9. Attend the IFSP/IEP meeting and provide a current functional vision assessment or determine if further vision assessment is needed for children we are serving in the birth to three program, assist in setting goals and objectives, provide suggestions for environmental modifications, and provide recommendations for level of service.
10. Complete the Consideration of Special Factors form (from IDEA 2004): consideration of the child's future needs and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille). NMSBVI staff are responsible for determining the Literacy Mode (auditory, visual, tactile) of each transitioning child who we are serving in our infant toddler program, completing the Consideration of Special Factors Form, and for making recommendations concerning the literacy mode for the child to the IEP team upon transition.

For assistance with transition MOU information, community teams should contact the Developmental Vision Specialist from NMSBVI supporting their area, or:

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