

Partnerships

Adult agencies offering services to individuals with disabilities:

The ARC of Adams County

641 East 112th Avenue
Northglenn, CO 80233
303-428-0310

North Metro Community Services, Inc.

11851 West 124th Avenue
Westminster, CO 80234
303-252-7199 Resource Coordination

Imagine!

1400 Dixon Avenue
Lafayette, CO 80026
303-665-7789 Resource Coordination

Division of Vocational Rehabilitation (DVR) & School to Work Alliance Program (SWAP)

303-866-2110 DVR
720-972-4043 SWAP

Community Reach Center

8931 Huron Street
Thornton, CO 80260
303-853-3500

Front Range Community College

3645 West 112th Avenue
Westminster, CO 80030
303-404-5302 Disability Services

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For further information, please contact:

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Adams 12 
Five Star Schools

Transition Services



Vantage Point Campus
10900 Huron Street
Northglenn, CO 80234

REQUIREMENTS

For Transition Services

- Students are 18-21 years old, reside within the boundaries of Adams 12 Five Star Schools, have an active Individual Education Plan
- After all attempts to obtain graduation requirements have been exhausted and or minimal graduation requirements have been met, then the student can attend Transition Services.
- Require additional time to meet post-school transition goals based on identified needs
- Have needs related to Independent living, work, mobility, recreational activities and general community access
- Scheduling will be based on post school outcomes, family input, and student interest. Transition services certified staff will determine vocational sites, groups, and recreational activities that align with student's strengths and needs



FEATURES

Of Adult Community-Based Services

- Services are person-centered and age-appropriate. Instruction occurs in the students' home and/or community settings in order to foster independence and community integration.
- Services are optional. Students complete Transition Services at the end of the semester during which they reach 21, **OR** when they have completed all of their IEP goals, **OR** when they no longer choose to participate and accept their diploma. If a diploma has been earned it will be dated December or May of the year in which they complete District 12 services.
- Instruction is focused on increasing independence across the domain areas: vocational, community, residential, recreational, and educational. Support is provided to families with post-secondary, adult linkages, and partnerships.
- Student schedules are flexible and may vary daily and weekly, based on the individual's needs and IEP goals. As the student demonstrates proficiency in community environments, hours of support will naturally decrease.
- Parent and family support is essential, active and cooperative. Parents and family members are full participants in learning, planning and training.



HOW PARENTS AND FAMILIES CAN HELP

Parents and guardians play a large role in student success. Gaining awareness and confidence in how to assist a young adult in maintaining employment, meeting friends or accessing the community are part of the role of families that extend far into adulthood. Parents and other family members can support the student in a variety of ways, from working side-by-side as the student learns to do chores around the home, prepare a family meal or plans an RTD route to get to the recreation center with a friend. Other ways parents may help include the following:

- **Set realistic goals.** Include your child in setting goals for the future and make sure that the goals are reflected on the student's IEP.
- **Explore adult community options** such as North Metro Community Services, Imagine, Vocational Rehabilitation, health, recreation, or therapy providers and other family supports. Seeking out support from adult service agencies is important to ensure a smooth transition to adulthood.
- **Gather information** about adult issues such as advocacy, guardianship, sex education, and driving. Decisions can be made based on the student's level of independence and each family's unique situation.
- **Encourage increased independence** in the areas of travel, self-care, money management, and decision making. An individual with disabilities may always need support, but each task that the student can accomplish more independently will be a great success.
- **Encourage social integration** to promote healthy relationships and avoid isolation.
- **Provide real experiences** in the community. The more authentic experiences a student has, the better prepared he or she will be to move toward adulthood.
- **Encourage good grooming and work habits.**