



San Luis Valley BOCES

# Student/Parent Transition Handbook

2022-2023

Updated June 2022

## Table of Contents

Parent Signature Page (To be Included in the Age 15 IEP)	Page 3
The Purpose of Transition in the IEP Process	Page 4
Tips for Parents to Help Develop Transition Skills	Page 6
What is Section 504?	Page 8
What are Parent Responsibilities in the IEP	Page 10
Questions to Answer Before Graduation	Page 13
Tips for Parents (Student Career Planning)	Page 14
Preparing Youth for Adulthood	Page 16
Transition Checklist	Page 18
Adult and Community Agencies (CDE Technical Assistance)	Page 20
Mental Health (CDE Technical Assistance)	Page 23
Transition Milestones Age 14 (CDE Technical Assistance)	Page 24
Student Records	Page 26
Summary of Performance	Page 30
Exit Information and 1 year follow up requirements	Page 32
American with Disabilities Act (ADA)	Page 33
Agency Contact Information	Page 36
Transportation Waiver Form	Page 41

**San Luis Valley BOCES**

**Transition Signature Page**

Parent Signature to indicate Parent received Student/Parent Transition Handbook at Transition IEP Staffing.

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

- Place this page in the original IEP.

Dear Parents and Students,

This transition handbook is for you to utilize as a reference to help guide you and your child through the transition process. It describes various aspects of transition, the law, and rights for parents and students.

Although there is more information about transition than this handbook contains, it may be used as an initial foundation from which to build.

If the information in this handbook generates questions, do not hesitate to contact your education support staff team.

### **Why Focus on Transition:**

Through transition planning, an organized system for providing instruction and identifying resources is designed. Transition requires planning to prepare students to live as independently and productively as possible within their communities.

The process of transition includes: Helping the student and families think about their life after high school and identifying long-term goals, designing the high school experience to ensure that students gain the skills and connections that they need to achieve those goals.

The IEP process enhances the opportunity to identify the student's desired goals and outline their high school experience. Everything that students do in high school should help prepare them for their own post-school goals. In essence, the IEP and Transition Plan become the blueprint for the student's future. That, in simple terms, is what transition is all about.

### **Purpose of Transition:**

Transition can be looked at as a bridge, which connects the student's current educational program and services to a future set of supports and services. Transition is a time for exploring job interests and options, vocational training, college programs, future living arrangements and the skills necessary to work toward these plans. It is also a time for setting goals. This process starts at age 15. Beginning at age 15, the IEP includes a Summary of Transition Services Page. This part of the IEP is the process to identify post school transition outcomes; for example: What Career or Employment opportunities are the student interested in pursuing? What Post secondary Education or training does the student need to pursue to meet their employment interests? How does the student see himself or herself living in the community at graduation? Students may not know what career they want, but many career opportunities can be explored through this process. Strengths, interests and needs can be identified through this process.

## **2 Essential Components of a successful Transition program for students with disabilities**

## **1. A sound foundation is to be provided by an appropriate school program**

- ▶ Career planning begins at the elementary level with teachers and school personnel from all levels involved in program development.
- ▶ A life skills curriculum, sequenced across grade levels assures smooth and logical movement from one level to another.
- ▶ A functional vocational curriculum reflects skills required in local employment and living situations.
- ▶ Vocational training includes many training and work experience options based on the types of community work available. Training in real community-based job sites includes instruction in job skills and interpersonal skills—if applicable.
- ▶ Integration helps students with disabilities learn to work and play with their peers who are not handicapped.
- ▶ Parents are provided with information about community agencies and are encouraged to work with their children at home on life and work skills to prepare them for employability.
- ▶ Administrators and program supervisors provide support for community-based instruction, coordination of services with community agencies and staff and resources allocation permits job placements and training.

## **2. A written, formal transition plan**

- ▶ A transition plan is developed for each individual student and includes annual goals and short-term objectives that focus on skills required to function on the job and in the community.
- ▶ The plan includes instruction in living, career and social skills.
- ▶ The plan is ongoing, starting no later than age 15 and is updated yearly.
- ▶ The plan encourages the coordinated efforts of all appropriate agencies and adult service providers long before the student graduates.
- ▶ The plan specifies who is responsible for each aspect of the process, including referral to appropriate agencies, job placement, on- the – job training, and job follow-up.

**TIPS FOR THE PARENT (S)  
TO HELP THEIR CHILDREN TRANSITION FROM SCHOOL TO ADULT LIFE.**

- Dare to DREAM and let your visions shape the future. Don't allow available services, current skill levels, achievement test and IQ scores to be the primary determining factors about the future.
- Learn state-of-the-art practices. Attend conferences and read articles on exciting programs and situations for young adults. Look beyond what is happening in your own city or state if necessary. Talk to a variety of persons, including other parents, whose sons/daughters are transitioning.
- Set goals with your son or daughter. Expect the son or daughter to have an exciting future. Include him/her in setting goals for the future and make sure that the school program addresses those goals.
- Encourage and support the development of a social network. Everyone needs a social network of friends and acquaintances. Develop ways to help your son or daughter become connected with typical peers.
- Encourage gradual independence. Parents are not always going to be around. Begin now to encourage independent travel, self-care activities, money management and decision making. Teach your son or daughter skills that you would teach any young person who is getting ready to go out into the world: how to do laundry, make a simple meal, sew on a button. A person with disabilities may always need support, but each thing that he or she can do alone is a great gain and one less thing that someone else will have to be paid to do for him or her.
- Provide real work experiences. Persons with disabilities need experience in work situations, both in and out of school. This should be addressed at the staffing and incorporated into the IEP. However, children with disabilities should not begin working at a young age than typical children.
- Encourage good grooming and good work habits. The person with a disability may have to overcome some prejudice. It makes sense for him/her to take particular care to make a good impression by being appropriately dressed, well groomed, and by being punctual, reliable and hard working.
- Encourage acceptable responses to criticism. Most teenagers are sensitive to even the mildest form of criticism. Young people have to learn to cope with the standards of the workplace and with unfair criticism. Practicing this needs to begin early.
- Provide opportunities to manage money. Teenagers should be paid for the work they do and be taught the necessary skills to manage their own money. Gradually, they should be encouraged to do their own shopping using their own money and, where possible, begin to do some budgeting as well.

- Start early and familiarize yourself with the adult service system. Parents need to become informed about all the available programs or services and the entrance criteria for each one. Getting a person's name on the appropriate waiting list is sometimes of critical importance.

Transition means letting go for parents. The issues surrounding transition are complex and may be loaded with emotional significance. However, the more information parents have, the easier it is to help their children have fulfilling careers, living arrangements and social lives.

## Section 504

For students planning to attend college, part of the Transition Planning can be gaining knowledge about Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA: P.L. 101-336). These are laws that can be utilized to plan for equal access to college and university services. (A system similar to special education in the K-12 public school system does not exist at the college level.) These laws outline how to provide students with disabilities equal access through accommodations. Colleges and Universities are not required to modify their curriculum to meet students with disabilities needs.

A Section 504 plan can be written as a student exits the public school system. Section 504 has a requirement that institutions (public schools and colleges or universities) designate a responsible employee for Section 504 plans. Although Section 504 applies to both high schools and colleges/universities, the requirements are different. A college may use a high school Section 504 plan in making decisions, but they are not obligated to follow the high school plan requirements. Colleges depend on documentation that verifies a disability or they may deny the request for accommodations.

Persons eligible for protection under Section 504 must meet three criteria. They must have: a. a mental or physical impairment (or history of an impairment), b. which substantially limits, c. one or more major life functions. Sections 504 applies to academic, nonacademic and extracurricular activities available to students who do not have disabilities.

There are procedural safeguards under Section 504, just as there are in IDEIA. These rights include the right to prior written notice of meetings, prior written notice of plans to change a child's placement; appealing the identification, placement or evaluation of the student through a dispute resolution process, etc.

The Office of Civil Rights is charged with enforcing these rights. The Office of Civil Rights serving Colorado can be contacted as follows."

Office of Civil Rights, Region VIII  
US Department of Education  
1244 Speer Blvd. Suite 310  
Denver CO 80204-3582  
303-844-5695



There are many articles and publications to assist you in obtaining Section 504 assistance. Some key points to keep in mind:

- ▶ Institutions are not required to modify admissions standards, content of their courses or their programs for students identified with a disability
- ▶ Self-disclosure of a disability during the admissions process must be voluntary, it is not required
- ▶ Attending a college or any post-secondary institution is an important and attainable goal for many students with disabilities
- ▶ Know your rights and responsibilities

## What are Your Responsibilities, as a Parent, in the Special Education Process?

Parental responsibilities to ensure that a child's rights are being protected were less clearly defined in P.L. 94-142 than were parental rights. These responsibilities vary considerably depending on the nature of the child's handicapping condition and other factors. In accepting these responsibilities, some of the following suggestions may be helpful.

- Develop a partnership with the school. You are now an important member of the school team. Share with the school relevant information about your child's abilities and behaviors, as well as any concern you may have about your child's education. Your observations and suggestions can be a valuable resource for your child's progress.
- Ask for clarification of any aspect of your child's education that is unclear to you. Educational and medical terms can be confusing, **so don't hesitate to ask.**
- Understand the program specified on the IEP before agreeing to it or signing it. Ask yourself if what is planned corresponds with your knowledge of your child's needs.
- Take note of the regular school activities included in the educational program for your child. Don't forget nonacademic areas such as lunch and recess and other areas such as art, music, vocational and physical education.
- Learn as much as you can about your rights and the rights of your child. Ask the school to explain these rights, as well as the policies and regulations in effect in your district and state before you agree to a special education program for your child.
- Check your child's progress. If your child is not progressing, discuss it with the teacher/s and determine if the IEP should be modified. As a parent, you can initiate changes in your child's educational program.
- Discuss any problems that may occur with your child's assessment, placement, or educational program with the school. It is best to try to resolve these problems directly with the school or district. In some situations, you may be uncertain as to which direction you should take to resolve a problem. Most states have Protection and Advocacy agencies that can provide you with the guidance you may need to pursue your case. (Two parent resources in Colorado are: Peak Parent Center at 719-531-9400 or ARC of Pueblo at 719-545-5845).
- Keep records. There may be many questions and comments about your child that you will want to discuss with the school, as well as meetings and phone conversations you will want to remember. It is easy to forget information useful to your child's education that is not written down.
- Join a parent organization. In addition to offering the opportunity to share knowledge, experiences and support, a parent group can be an effective force on

behalf of your child. Many times parents find that as a group they have the power to bring about needed changes to strengthen and broaden special education services.

### **As a Parent of a Child with a Disability, What Can You Offer the IEP Process?**

In the final analysis, parents of children with disabilities should be involved in the IEP process as much as they want to be and as much as they can be. Varying degrees of involvement are possible. The following suggestions are ways in which parents can become involved in the IEP process.

- Before attending the IEP meeting, make a list of things that your child can do and of the things you think your child should learn during the school year. Check your list with the school's list of skills to be included in the IEP. Discuss any differences between the lists. Take notes about your child's behavior, which could interfere with the teaching process. Describe the methods, which you have found successful in dealing with these behaviors.
- Bring any information the school may not already have to the IEP meeting. Examples include copies of medical records, past school records, or test or evaluation results. Remember, reports do not say all there is to say about a child. You can add real-life examples to demonstrate your child's ability in certain areas.
- Besides your child's teacher, many other specialists and professionals may have contact with your child. These professionals may be providing "related services" to your child. Ask each professional to describe the kind of service they will be providing and what growth you might expect to see as a result of these services.
- Ask what you can do at home to support school programs. Many skills that the child learns at school can be used at home. Ask to meet with the teacher when your child is learning a new skill, which could be practiced at home.
- Make sure the goals and objectives on the IEP are specific. This will ensure that everyone teaching your child is working toward the same goals. Be sure that you understand and agree with each of the goals and objectives on the IEP before signing it.
- After the IEP meeting is over, your job as a parent is not finished. You should follow your child's progress in school throughout the year. For example, it may be helpful to request a copy of your child's assessment reports and IEP. Periodically, ask for a report on your child's progress to be sure you know what kind of progress is being made.
  
- Education should be a cooperative effort. If, at any point, you and the school cannot

reach an agreement over your child's educational needs and IEP, ask to have another meeting. This would allow time for you and the school to gather more information. If, after a second meeting there is still a conflict over your child's program, you should ask for a state mediator or a due process hearing.

### **Questions that should be answered before graduation**

1. Where is the student going vocationally? Further training or Education? A specific job?
2. Where will the student leave and what kind of support, if any, will be needed?
3. What will be the major form of transportation the student will use?
4. How will the student maintain and increase His/Her social life?
5. What leisure time activities will the student be involved in?
6. How will the student meet His/Her medical needs?
7. What agencies will help? How will they be contacted and by whom? McAlonan, 1989

## **Tips for Parents . . .**

### **Helping Your Children Plan Their Careers**

Because your child's career choices will affect not only them but you, you have a right, and a responsibility, to be active in helping them develop their career plans starting at an early age. Career development is an ongoing process, starting at birth and continuing through adulthood.

You can help your children by using some of the following suggestions.

#### **In the elementary years**

- Point out examples of workers providing services and creating products in your community. Make an effort to show both men and women in a variety of occupations.
- Encourage children to approach jobs at home in a positive manner and to complete them in a certain amount of time.
- Listen for clues to determine whether your children consider certain kinds of work "masculine" or "feminine" and help them see beyond the stereotypes
- Introduce children early to a wide range of sports and hobbies. Broadening children's interests provides more opportunities for them to succeed. • Encourage children to ask the question, "What will I be when I grow up?" Allow them to consider all possible job choices, even if some seem questionable to you. Try to make decisions "with" your children, rather than "for" them.
- Help children select leisure reading material that shows different sexes, races, and ethnic backgrounds in a variety of work and social settings.
- Participate in the school's career education effort as a guest speaker, activity leader, or field trip sponsor.
- Express interest in children's schoolwork ... to them it is real work. Help children understand that school is their job by showing how subjects like reading, writing, and arithmetic are used in most occupations and in daily living.

#### **In the junior high years**

- Discuss your career and volunteer activities with your children and their friends. Share information about how your work satisfies your personal, economic, and

social needs. If possible, take children to work with you to observe all you've described firsthand.

- Discuss children's skills, abilities, interests, values, and goals with them as they select academic courses and extracurricular activities. Help them realize they can enroll in high school vocational programs and still go on to college if they wish.
- Encourage children to participate in service-oriented activities in their community. Not only will they actively be exploring career possibilities, but they can discover the sense of pride and accomplishment that comes from work.

### ***Colorado Department of Education, Special Education Services Unit. Parents - 7***

- "Hands-on" activities are especially important for junior high students. Try to arrange for them to observe, talk with, work alongside, and receive instruction from adults working in their areas of interest.
- Build financial understanding in children by explaining everyday tax, market, and banking concepts, and by involving them in economic choices and guided money management.
- Make it possible for children to participate in a variety of community activities so they begin to be seen as an integral member of the community.

### **In the high school years**

- Help young people see themselves as worthy individuals, capable of making increasingly independent decisions.
- Assist young people in seeing the links between present choices and future outcomes. You can aid them in developing guidelines for choosing among school courses, higher education options, and employment opportunities.
- Encourage them to consult teachers and counselors for additional help in identifying interests and abilities, and to seek guidance in applying this knowledge about themselves to the world of work.
- For young people who may not be competitively employed, explore ways to establish a routine for daily or weekly participation in the community.
- If possible, arrange for young people to visit vocational schools, technical schools, colleges and universities. All kinds of postsecondary educational opportunities should be explored.
- Besides helping arrange career "shadowing" and other exploration experiences for young people, offer to sponsor such activities at your own workplace.
- Encourage young adults to obtain and maintain job commitments, paid or unpaid, for at least a few months before leaving high school.
- Promote the understanding in young people that they will need not only job skills

but also adaptable skills for occupational success.

- Give young adults certain economic obligations, such as saving for education, special trips, or items. Help them develop financial plans and timelines.

By using these suggestions and encouraging your children to participate in career development programs in the public schools, you can help them make career decisions that will result in happier, more productive lives.

## **PREPARING YOUR SON OR DAUGHTER FOR ADULTHOOD**

The Individuals with Disabilities Education Act, IDEA, requires that planning for transition services be included in the IEP process for students beginning at the age of 14. It is important that the high school experience for each student relates to his or her desired post-school outcomes and that connections are made to the appropriate community agencies before the student leaves the school system. The other part of preparing for transition begins much earlier and takes place in the home and the community. Parents can do many things to help their son or daughter develop good decision-making and self-advocacy skills that will allow them to be as independent as possible. These are a few suggestions that may get you thinking.

### **1. Give your child opportunities to practice decision-making skills.**

Children can begin learning decision-making skills when they are very young by giving them simple choices. Many young children can indicate if they want a drink of juice or water, plain milk or chocolate milk, choose to wear red socks or blue, which story they would like to read to them. As children get older, the opportunities for making choices, and the complexity, can increase. A child can select the topic for a school assignment or can choose between a variety of chores at home. Eventually, a young adult will need to make choices about educational and employment options. We all learn from consequences as we make decisions. Having opportunities to choose and learning to make good choices builds self-confidence and promotes independence.

### **2. Teach your child about his or her disability.**

Having a clear definition and understanding how the disability affects a person helps young adults determine available options and advocate for themselves. Focusing on what the person can do, as well as how different techniques can achieve a desired result, teaches an individual how to ask for accommodations at school or on the job. Practice with successful self-advocacy leads to self-confidence.

### **3. Recognize and build on your child's personal strengths.**

Regardless of the disability, every person has areas of strength and unique characteristics.

It is important for families to help children begin to recognize their positive qualities and build upon them. Thank your son for his helpfulness and praise your daughter for persevering at a task. Comment on your daughter's sense of humor or your son's patience with an elderly relative. Identify strengths that will be beneficial in the adult world such as working well in a group, being organized, following a routine, managing personal materials, or being a self-starter. Understanding personal strengths and characteristics will be very important when it is time to identify potential career and employment options.

#### **4. Teach your child strategies to do things independently.**

Your son or daughter may need to learn alternative ways to accomplish tasks that are difficult because of their disability. For example, if your child has difficulty understanding money, teach him to round up to the nearest dollar rather than count out change for a purchase. You could also make picture cards for your child that will show the necessary coins for a snack vending machine. Shopping can be a more successful experience with a list using pictures or labels. A picture chart in the bathroom with hygiene steps, sorting instructions by the washing machine, a list by the back door of things to take to school, or a cheat sheet for filling out checks, can ensure that your child can manage tasks more independently. As children become young adults, it is particularly important that they learn strategies that will allow them to be as independent as possible in dressing and personal care, including learning to work with personal care attendants.

#### **5. Help your child cultivate community participation and support networks.**

The more your child is involved in the community, the wider his or her support network and the greater the opportunities for social interaction after high school. Register your child for art or swimming lessons through the recreation center. Take him or her to events at your synagogue, church or other spiritual center. Participate in youth activities such as Girl Scouts or 4-H. Volunteer together. Allow people in the community to get to know and appreciate your child. As your child becomes a young adult, they are the ones who may offer future employment and social opportunities.

#### **6. Encourage your child to participate in developing his or her individualized education program (IEP), including transition goals.**

Children and young adults attending, and perhaps eventually facilitating, their IEP meeting learn how to advocate for themselves. They learn about their disabilities and needs, gain skills in negotiating and help to decide their own futures.

#### **7. Learn about laws that protect adults with disabilities and agencies that provide services.**



There are many state and federal laws affecting adults with disabilities related to post secondary education and training, employment, medical care, and housing. Support services in the adult system are provided by a variety of different agencies and can be confusing to access. Understanding the law and adult agencies helps persons with disabilities exercise their rights and access the services that would be most appropriate for them.

## **8. Prepare yourself to let go.**

Becoming the parent of a young adult, and pushing them from the family nest, is very difficult for most parents. It is especially hard for families whose child has disabilities requiring ongoing support. As your child becomes a young adult, it may be helpful to begin to think of yourself as a coach rather than a caretaker. Gradually allow your son or daughter to do things independently, or rely on other providers for support, while you act as the coach to practice with them, cheer them on in their efforts, and be the safety net when necessary. The level of independence that your son or daughter may reach will be based on individual strengths and needs, and some may take longer than others. It can be frightening to watch your child become a young adult but parents can do many things to prepare their son or daughter to be as successful and independent as possible. It is never too early to begin, or too late.

## **TRANSITION CHECKLIST**

The following is a checklist of transition activities that students, parents, and school personnel may wish to consider when preparing transition plans with the IEP team. The student's skills and interests will determine which items on the checklist are relevant. Use this checklist to determine whether or not these transition issues should be addressed at IEP transition meetings. The checklist can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the IEP transition meetings.

### **Four to Five Years before Leaving School**

- For students who will require community participation and residential support as an adult, make an application to the Community Center Board.
- Identify student learning styles and the necessary accommodations to be a successful learner and worker.
- Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for post-secondary education and training including admission criteria.
- Identify interests and options for future living arrangements, including support. Learn to communicate effectively his or her interests, preferences and needs. Be able to explain his or her disabilities, areas of strength, and accommodations

needed.

- Learn and practice personal health care and hygiene management including appropriate sexual behavior.
- Learn and practice informed decision-making skills.
- Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Broaden student experiences with community activities and expand friendships.
- Pursue and use local transportation options outside of family.
- Acquire an identification card and the ability to communicate personal information. Identify and begin learning skills necessary for independent living including money management.

### **Two to Three Years Before Leaving School**

- Identify community support services and programs (Vocational Rehabilitation, Centers for Independent Living, Community Centered Board, etc.)
- Coordinate with adult service providers and ensure that appropriate referrals have been made.
- Match career interests and skills with academic coursework and community work experiences.
- Gather more information on post-secondary programs and the support services offered; and make arrangements for accommodations to take college entrance exams.
- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare).
- Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).
- Explore legal status about decision-making prior to the age of majority and consider the need for guardianship
- Begin a resume and update it as needed.

- Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.
- Identify needed personal assistant services, and if appropriate, learn to direct and

Office of Special Education



COLORADO  
Department of Education

ESSU Technical Assistance

## ADULT AND COMMUNITY AGENCIES

assistance, and identifying accommodations that will be necessary in post secondary and work environments.

- Specify desired job and obtain paid employment with support as needed. Take responsibility for arriving on time to work, appointments, and social activities including transportation needs.
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions etc.).
- Register to vote and for selective service (if a male).

**Colorado Department of Education, Special Education Services Unit.** Parents/ Transition Planning -13 [https://www.cde.state.co.us/cdesped/tk\\_tab02\\_planning](https://www.cde.state.co.us/cdesped/tk_tab02_planning)

*Checklist adapted from the National Transition Network Checklist.*

### **Mental Health Technical Assistance from CDE**

URL: [http://www.cde.state.co.us/cdesped/ta\\_sped](http://www.cde.state.co.us/cdesped/ta_sped)

Special education services are mandated or required for all eligible students with disabilities in K-12 education. Services through adult agencies may have eligibility requirements and waitlists. Partnerships between the school, family, and agencies are an important aspect of the transition planning process.

IDEA requires that the student's Individual Education Program (IEP) include statements of interagency responsibilities or any linkages that are needed for the student to successfully transition (§300.347(b)(2)). A representative from any agency that is likely to provide or pay for transition services during the current school year (§300.344(b)(3)) must be invited to the IEP meeting.

There are many agencies that serve youth and adults with disabilities. Some offer vocational and residential services, others provide personal support or financial assistance. State agencies have services available in most local communities throughout the state, however it is important to identify locally what is available in your community.

---

## **AGENCIES**

### **COLORADO DEPARTMENT OF LABOR AND EMPLOYMENT -- WORKFORCE CENTERS**

Workforce Centers offer numerous services including work registration, job referrals, career guidance and counseling, job data banks, interviewing and networking skills, resume writing, training, and assessment. The Centers work closely with the Division of Vocational Rehabilitation (DVR) to obtain more intensive services that may be needed by clients with disabilities. Find the nearest Workforce Center in your local phone book or <https://www.colorado.gov/pacific/cdle/wfc>

### **SOCIAL SECURITY ADMINISTRATION AND DISABILITY DETERMINATION SERVICES (DDS)**

The Social Security Administration provides supplemental security income (SSI or SSDI) to persons who are disabled, fall below a specified level of income, and are unable to generate an adequate income through employment. Additional services include medical benefits through Medicaid. <http://www.ssa.gov/> The Disability Determination Services (DDS) is the state agency that makes the disability decisions for Social Security. <https://www.colorado.gov/dds>

- **SOCIAL SECURITY WORK INCENTIVE PLANNING AND ASSISTANCE (WIPA)**

The WIPA program is a community-based organization that receives funding from Social Security to provide all Social Security Disability Income (SSDI) and Supplemental Security Income (SSI) disability beneficiaries (including transition-to-work age youth) with FREE access to work incentive planning and assistance. Ability Connection Colorado is the only nonprofit approved to provide benefit counseling services through the Social Security Administration program. Certified Community Work Incentives Coordinators (CWIC) under the grant with the Social Services Administration must undergo high level security screening and training in order to provide and protect important beneficiary information. This information is provided free of charge. <http://www.abilityconnectioncolorado.org/programs/employment/social-security-work-incentive-planning/>

- **COLORADO DIVISION OF VOCATIONAL REHABILITATION (DVR)**

Vocational Rehabilitation helps individuals with disabilities prepare for, secure, retain, advance in or regain employment by providing a range of services based on their individual employment needs and goals. The optimum timing for DVR to begin working with a student with a disability is when he or she is ready, and available, to engage in the activities necessary to establish an employment goal, develop an employment plan, and participate in vocational

services in order to become employed. The time at which this occurs is unique to each individual, and does not necessarily correspond to a specific age or a specific event such as graduation. Rather, it should occur at a time when the youth's emphasis shifts from an academic focus to an employment focus, and the youth becomes available for vocational programming. Earlier opportunities are available through the provision of pre-employment transition services for young adults to realize their potential through building a career pathway. To find the nearest VR office visit: <https://www.colorado.gov/pacific/dvr> or call 303-318-5871.

- **SCHOOL TO WORK ALLIANCE PROGRAM – SWAP**

SWAP is an optional, collaboratively funded program between school districts and DVR. The program serves youth that have mild to moderate needs in employment, meet eligibility requirements for DVR services, and are likely to require short-term services to become successfully employed. Referrals can be initiated by school staff or through a DVR office. To find out if SWAP is available in your area, talk to your special education staff or contact your local DVR office. <https://www.colorado.gov/pacific/dvr>.

- **CENTERS FOR INDEPENDENT LIVING (CIL)**

Centers for Independent Living (CIL): Centers for Independent Living provide a variety of services to persons with significant physical, mental, cognitive or sensory disabilities to help them function more independently in their home, workplace, and community. The CILs are contracted by the Office of Independent Living Services at the Division of Vocational Rehabilitation to provide services to individuals with disabilities of all ages. To find the CIL nearest to you, call the Office of Independent Living Services at 303-318-8568 or go to the Colorado Statewide Independent Living Council (SILC) website at <http://coloradosilc.org/independent-living-center-locator/>.

### **THE OFFICE OF COMMUNITY LIVING IN THE DEPARTMENT FOR HEALTH CARE POLICY AND FINANCING**

This office is responsible for services for people who have a physical or intellectual and developmental disability. Someone with an Intellectual or Developmental Disability typically would have an IQ score of 70 or below and/or adaptive behavior needs. The Office of Community Living administers supports and services for individuals with an intellectual or developmental disability through contracts with private not-for-profit agencies in local communities who are designated as Community Centers Boards (CCB). Each of the CCBs throughout Colorado has a designated geographical service area and offers a range of services including employment, residential, and community participation. It is important for parents to work with their local CCB to complete the eligible determination process at the age of 14 or as soon as possible, even if they are unsure about the types of services their child may need as an adult. To find out further information please contact your local Community Centered Board (CCB) or by contacting your local Department of Human Services or you may call 1-800- 221-3943. To find further information on all services and supports for individuals with disabilities please follow this link:

<https://www.colorado.gov/hcpf/programs-individuals-physical-or-developmental-disabilities>

### **OFFICE OF BEHAVIORAL HEALTH AND COMMUNITY MENTAL HEALTH CENTERS (OBH)**

The Office of Behavioral Health administers the two state mental health hospitals, purchases services to prevent and treat mental health and substance use disorders through contracts with behavioral health providers, regulates the public behavioral health system, and provides training, technical assistance, evaluation, data analysis, prevention services and

administrative support to behavioral health providers and relevant stakeholders. For services nearest to you, refer to the website at <https://www.colorado.gov/pacific/cdhs/behavioral-health> or contact the state Office of Behavioral Health at (303) 866- 7400.

### **COLORADO DEPARTMENT OF PUBLIC HEALTH AND ENVIRONMENT**

This agency is responsible for protecting and improving the health and environment for people in Colorado. Services are provided through local health departments and county nursing service agencies. Services available include nutrition, pre- natal care, drug and alcohol intervention, immunization, health management of chronic conditions, and family planning. For further information call 303-692-2000 or refer to <https://www.colorado.gov/cdphe>

### **COLORADO COMMUNITY COLLEGE SYSTEM (CCCS) AND CAREER AND TECHNICAL EDUCATION (CTE)**

This state agency is responsible for secondary and postsecondary certificates and degree programs as well as career and technical education. Services and support provided at secondary and postsecondary levels assist persons inclusive of those identified with disabilities to select and succeed in career pathways, technical training, credential and certificate programs. [www.coloradostateplan.com](http://www.coloradostateplan.com). Each of the 13 statewide community college campuses and 3 technical colleges has a Disability Services Coordinator on staff. [www.cccs.edu](http://www.cccs.edu)

### **POSTSECONDARY EDUCATION SYSTEM**

Coordinators of Disability Services are on staff at most community colleges, four-year colleges and universities to assist students with disabilities to select courses and obtain the supports necessary to succeed in the postsecondary education setting. Students must contact the Office of Disability Services at the college and provide documentation of disability in order to request accommodations and/or services. For further information, contact your high school counselor, special education teacher, or the postsecondary schools. <https://highered.colorado.gov/>

### **Sample Questions to Ask**

---

Once you have identified agencies that may possibly provide services to your child or student, the following questions may be helpful in gathering and clarifying the information you will need to make a referral. Based on the agency, and the needs of the individual, some questions may not apply.

- What services does your agency provide?
- What are the eligibility requirements?
- How old does an individual need to be to apply for and receive your services?
- Is there a waiting list for your services?
- Is there a fee for services offered?
- Do you provide vocational evaluation?

- Do you provide financial assistance toward vocational training or postsecondary education?
- Do you offer tutorial help?
- Do you provide job placement?
- Do you provide on the job training?
- Do you offer individual or family counseling?
- What information and documentation is required in order to apply for services?
- What is my role and level of involvement?



## IMPORTANT TRANSITION AGES AND MILESTONES

The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Colorado Department of Education, Exceptional Student Services Unit  
(303) 866-6694 / [www.cde.state.co.us/offices/exceptionalstudentservicesunit](http://www.cde.state.co.us/offices/exceptionalstudentservicesunit)

**It is important to begin the transition planning process early to allow time for planning and accessing the support services needed in the future. Applications for services occur at specific ages and students will begin to take on more responsibility for making decisions that affect their lives.**

## **AGE 14**

### **Register with the Local Community Centered Board**

Students with a Developmental Disability should register for services with the local Community Centered Board. Registering early is important due to potential waitlists for employment and/or residential services. Registration does not require families to accept services upon availability.

### **Colorado Identification Cards**

Colorado Identification Cards may be obtained for students at the Motor Vehicle office that issues driver's licenses. You will need two forms of identification. One must be a certified Birth Certificate or other certified identification such as a passport or military ID. The second form of identification may be for the student, such as a school ID, or for the parent of a minor child.

## **AGE 15**

### **Substance Abuse Treatment**

Substance abuse counseling and therapy can be accessed by youth at age 15 without parent permission through community or private agencies including treatment for alcohol or drug use.

### **IEP Includes Specific Transition Services**

Beginning when the student is 15, the student must be specifically invited to attend the IEP meeting. The IEP must include the student's postsecondary goals, the course of study needed to help the student reach those goals, and specific transition services that are linked to the needs and goals that may include adult agency support.

### **Mental Health Services**

Beginning at the age of 15, a minor can apply for mental health services that are provided by a community based mental health organization or private provider without the consent of a parent or guardian. A minor who is fifteen years of age or older may voluntarily apply for hospitalization for mental health services. Parent permission is required for services provided by school district personnel in a school setting (Colorado Children's Code, CRS 27-10)

## **AGE 18**

Individuals may vote, sign contracts, get married, make decisions about medical care and be arrested as an adult. The transfer of rights from the parent to the individual in these cases are outlined in Colorado Statute.

**Note:** Under Colorado law, parents maintain those rights defined in IDEA for special education students who remain in public education until the age of 21. However, students are able to access their school records at age 18.

### **Consider Guardianship / Conservatorship**

Guardianship and/or conservatorship should be considered for a child that has a disability that causes him/her to be unable to manage his/her own life. After the age of 18, without being the guardian, you cannot legally make decisions for your son or daughter. It may be necessary for a court to make a legal determination that the person is incapacitated and someone should serve as his guardian. While guardianship provides important protection, it can be restrictive.





Under limited guardianship, a guardian is responsible only for specific matters such as money management or medical decisions. Special education service providers or agency personnel may be able to assist parents with this process. For more information, contact the Guardianship Alliance at (303) 228-5382 or <http://www.guardianshipallianceofcolorado.org>.

### Parents Rights to Records

The Family Education Rights and Privacy Act, FERPA, gives certain rights to parents regarding access to their child's education records. Parents will have access to records for students over 18 who are dependents, and are continuing to receive special education services under IDEA.

### Register for Selective Service

Young men must register for Selective Service at the age of 18 regardless of their level of disability. Registration cards may be mailed directly to the student from the Selective Service Board or may be obtained from the post office. Registration can also be completed online at <https://www.sss.gov>.

### Eligibility for Supplemental Security Income

Eligibility for Supplemental Security Income (SSI) benefits for a child under 18 is based on the income and assets of the parents. Beginning at the age of 18, eligibility for benefits is based on the assets and earnings of the individual student. Students may apply the month of their 18th birthday. Frequently, clients are denied benefits the first time they apply, so parents may need to supply additional documentation and apply a second time during the one year appeal window. Because eligibility for SSI benefits is based on the assets of the child, it is important that parents plan carefully for the financial security of their son or daughter. Trusts and wills need to be set up by professionals who understand disability law. For more information, contact the Guardianship Alliance at (303) 228-5382 or <http://www.guardianshipallianceofcolorado.org>.

## AGE 21

The parent's rights defined in IDEA transfer to the student who is still in public education at the age of 21. Even though many other rights in Colorado Statute transfer to the student at 18, special education rights remain with the parent until the student reaches 21 as long as the student is in public education. These include permission for assessment and placement. All rights transfer to the student at 21 unless guardianship has been awarded. A student's right to a free appropriate public education (FAPE) ends at the end of the semester in which they turn 21 if they have not received a regular diploma before that time.

*This CDE guidance document is meant for clarification, is not legally binding, and is not to be confused with legal advice. This guidance reflects CDE's recommendations, but Administrative Units (AUs) may have developed their own policies or procedures that differ from those described herein. Be sure to refer to your local AU's policies and procedures through the Director of Special Education. If you are seeking legal advice, please contact your legal counsel.*

The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Colorado Department of Education, Exceptional Student Services Unit  
(303) 866-6694 / [www.cde.state.co.us/offices/exceptionalstudentservicesunit](http://www.cde.state.co.us/offices/exceptionalstudentservicesunit)

## **Student Records**

Questions parent(s) have about their child's records.

Parents may want to obtain copies of their child's records. The following information is provided to help you access information on your child and understand the laws that govern these records.

### **1. Are there laws regarding my child's records?**

Every school district has a written policy regarding accessing records and confidential information. These procedures are governed by the federal law, the Family Education Rights and Privacy Act (FERPA), also called the Buckley Amendment.

### **2. What files does the school have and where are they kept?**

There are usually two files on students in special education. The cumulative file, usually kept at the school, contains those documents that schools keep on all children. The confidential file is usually kept in the office of the special education director and contains the special education information on your child. Since every school district is different, it is a good idea to ask the principal and the special education director where the files are kept.

### **3. How do I request copies of my child's records?**

Once you have located the records, ask what procedure is required to request copies of records. In some districts, a written release form must be completed; others ask parents to write a letter requesting the records.

### **4. How do I actually receive copies of these records?**

Now that you know how to request the records, you can either accomplish this through the mail or make an appointment to go in and review the records and personally pick up your copies. It is best to schedule an appointment so the necessary staff will be on hand to answer questions and duplicate the records you request.

### **5. How long does the school have to provide the records?**

Now that you understand how to request records, it is important to understand the school district's responsibility in providing copies to you. School districts have 45 days to make the records available to you. Most systems will provide these records to you in two to five days or by appointment.

### **6. Do I have to pay for the copies of my child's records?**

School districts can charge you for the cost of duplicating the records and mailing the records, but not the personnel time or indirect costs of reproduction.

### **7. Are there any records I cannot see?**

The next question to explore is what records are open to parents. The Buckley Amendment (FERPA) states that records and other materials relating to your child and kept by the school are open to parents. This does not include:

- a. Personal notes kept by school staff (those notes made for personal use and not shown to anyone else)
- b. Records used for law enforcement purposes and kept separate from other school records
- c. Personnel records of your child's teacher or any other school employees.
- d. When a child is evaluated by a psychologist, parents may be interested in seeing the "raw scores" or test papers their child writes in addition to the formal report the psychologist prepared. The psychologist must show you these papers but is not required to provide copies.

#### **8. Who else can see my child's records?**

The Buckley Amendment prohibits the school from disclosing your child's records without your written consent. There are some individuals that can legally see your son's or daughter's records without your permission, including:

- a. School officials, including teachers in the same district for "legitimate educational interest", as defined in the school procedures:
- b. School officials in the school district to which your child intends to transfer (but only after you have had a chance to request a copy of the records and to challenge their contents)
- c. Certain state and national education agencies, if necessary for enforcing federal laws
- d. Anyone to whom the school must report information, per state statute:
- e. Research organizations which are helping the school, provided they guarantee confidentiality
- f. Student financial aid officials
- g. Those with court orders, provided the school makes "reasonable" efforts to notify the parent or student before releasing the records: and
- h. Appropriate people in health and safety emergencies

According to federal law, police, probation officers and employers cannot see or receive information from your child's records without your consent. The exception to this rule is where your state has a law, passed before Nov 19, 1974, requiring (not just permitting) schools to give them such data. If such a law exists in your state, your school can provide this information without your consent.

Aside from foregoing exceptions, schools must have your permission to release material from your child's records to persons other than yourself. When requesting the release of those records, the school must tell you which records are involved, why they have been requested and who will receive them. Likewise, if you want someone outside the school system to see your child's records, you will be asked to sign a release form to grant such permission. All these precautions have been instituted to protect your privacy and that of

your child.

**9. What should I do if I don't understand the information?**

The language and terms found in records may not be familiar to you. The law requires school staff to explain the records to you. Make an appointment with someone from the special education staff to explain the confusing information included in the records. It is a good idea to have someone go along with you to listen to the explanation and help you better understand the information. If you take a friend along, you must sign a form and give permission for this person to see your child's records.

**10. What can I do if I think the information in the records is incorrect?** Usually this can be handled informally by asking the school district to change or delete the incorrect information, giving your reasons for this request. If, for some reason, the problem is not resolved through this process, you can request a formal hearing in writing to the school official designated in the school district's written procedure.

**11. What is the process for a formal hearing?**

The district must schedule a hearing within the time frame outlined in their district or state regulations and notify you of the date, time and place in advance. You should get a copy of the regulations before the hearing so you will know your rights in the process, when and how a decision will be made.

**12. Who will conduct the hearing?**

The hearing will be conducted by a school official. Parents have found that in most cases the hearing will be fair and impartial even though a school official is in charge of the process.

**13. What happens if I lose my request?**

Even if your request is denied, you still can insert a written statement regarding your concerns into your son's or daughter's file. The school district is required to keep this statement with the records and release it to anyone who legally requests these records.

Additionally, you can send a letter of complaint to the office that regulates and enforces the Buckley Amendment:

Family Educational Rights and Privacy Act Office (FERPA)  
Department of Education  
400 Maryland Ave. S.W.  
Washington, D.C. 20202

The other option is to sue the school district in court.

**14. Do the rules change when my son or daughter turns 18?**

When your child without handicaps reaches the age of 18 or enters post-secondary educational institutions, the rights to school records previously available to parents

are transferred to the child. If you wish to see the school records of a child who is 18 or attending post-secondary school, your son or daughter must sign a waiver permitting this action. With regard to parent's rights to records of handicapped children, PL 94-142 allows states to develop individual policies that take into account the type and severity of the child's disability in addition to child's age when transferring records' rights to children. If your state does not have a formal policy, you and school officials might want to develop a waiver form which your child would sign allowing you continued rights to review, to control access to, and seek changes in those records.

**15. What happens to the records once my child graduates?**

A further consideration regarding records arises when you are preparing to leave the public schools. Many school systems destroy the files of students shortly after they graduate. To ensure you have a complete set of your child's records for later use, you should visit the school and obtain a copy of these records shortly before or after your child's graduation. In this way, you will be certain of having documentation concerning all matters related to your child's previous educational evaluations, programs and services. Such information will prove invaluable in planning your child's future programs of work or post-secondary education. And you will have these records if you have taken the effort to obtain them.

CDE Next Step

## **SUMMARY OF PERFORMANCE**

**Q. For which students is the Summary of Performance required and when should it be provided?**

*A. Students who are receiving special education services when leaving high school and who are leaving due to receiving*

*a regular diploma or by reaching the maximum age of eligibility are required to have a Summary of Performance. Although information is gathered throughout the year, the Summary of Performance should ideally be provided to the student just prior to leaving the public education system.*

**Q. Do students who receive a GED require a Summary of Performance?**

*A. No, only those students who leave high school with a regular diploma or by reaching maximum age of eligibility require a Summary of Performance. FAPE has not ended and they may return to continue special education or regular education services until 21.*

**Q. Do students who have been staffed out of special education during their senior year prior to graduation or who have dropped out require a Summary of Performance?**

*A. No, if special education services have ended prior to the student leaving the high school setting with a regular diploma or by reaching the maximum age of eligibility, no Summary of Performance is required. If the special education student drops out, no Summary of Performance is required.*

**Q. Is the Summary of Performance part of the IEP?**

*A. No, the Summary of Performance is NOT a part of the IEP; it falls under the section of IDEA 2004 that determines the need for reevaluation prior to exiting special education.*

**Q. Can the student's current IEP be the Summary of Performance?**

*A. No, the Summary of Performance is not regarded as the IEP and is clearly identified as a separate process from the IEP. If the Summary were intended to be part of the IEP, it is likely the reauthorization would have included it in the section of IDEA 2004 pertaining to IEP content. It is the current interpretation by CDE that this must be a separate document from the IEP.*

**Q. Who needs to be present when reviewing the Summary of Performance with a student and his/her family?**

*A. The primary service provider (case manager), the student and the parent are the only people required to review the Summary of Performance. This does not need to be a formal meeting, but documentation that the Summary has been reviewed and provided should be obtained. This can be done by collecting signatures on the Summary of Performance. (The CDE recommended SOP form includes this)*

**Q. Are new assessments required to complete the Summary of Performance?**

*A. No, IDEA 2004 clearly indicates that schools have NO obligation to provide assessment solely for the identification or eligibility for other agencies or services not related to K-12 education.*

**Q. If a student has not met all their IEP goals and objectives, does this influence the Summary of Performance?**

*A. No, the Summary of Performance is provided when the student approaches the termination of his/her Free and Appropriate Public Education and therefore is based on the attainment of the diploma or the reaching of maximum age of eligibility (the student's progress on IEP goals and objectives is not a factor).*

**Q. What is the process for students who receive a certificate of completion, a modified diploma, or leave high school without documentation and do so prior to reaching the maximum age of eligibility?** *A. Students who leave high school under the circumstances above must have an eligibility review meeting to establish the change in eligibility. A student may continue to qualify for special education, but choose to leave the public education system. It is important to note that for these students, FAPE has not ended and they may return to continue special education or regular education services until age 21. However, best practice would indicate providing the student with appropriate documentation which should include a Summary of Performance.*

**Q. Is a Summary of Performance required for students who are expelled?**

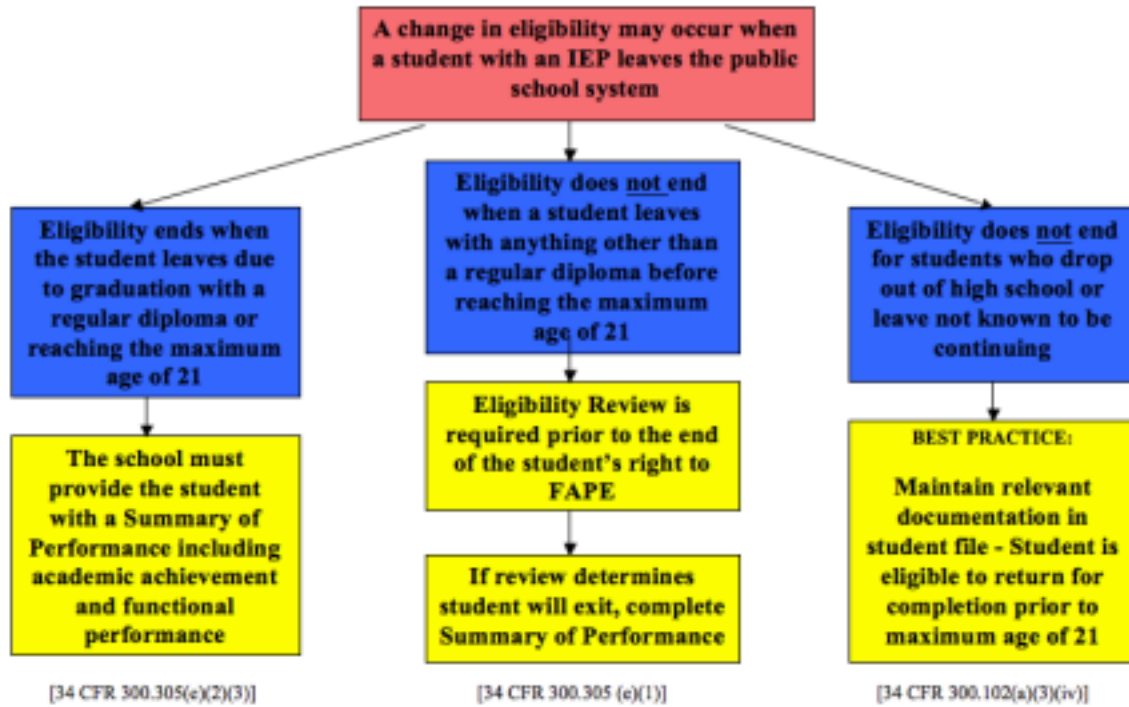
*A. No, students who are expelled and have an IEP are still entitled to FAPE and therefore shall not receive a Summary of Performance until they have either received a regular diploma or reached the maximum age of eligibility.*

**\* Please refer to the *Exiting Students and Summary of Performance* flow chart to help visualize the**

documentation and processes required under various circumstances that students with IEPs might encounter when leaving the high school setting.

### Exiting Students and Summary of Performance

The following flowchart illustrates what needs to be completed when students with IEPs leave the public school system:



CDE - ESSU 3/12

**Exit Information:**

As part of the State Performance Plan, the Colorado Department of Education is now required (20 U.S.C. 1416(a)(3)(B)) to report post school information on students ages 16 or older with IEPs who have left the education system. The exit part of this data collection is the identification of students age 16 or older with IEPs who have left the education system (dropped out, graduated with a diploma, graduated with a certificate or modified diploma, aged out, completed a GED or moved not known to be completed) during the school year. Exit information requires the collection of the most current contact information and notification of contact one year later for follow-up. Please note that the student or family may be contacted one year after graduation or leaving the educational system to gather information regarding the post school outcomes of the student.

## **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in several areas, including employment, transportation, public accommodations, communications and access to state and local government' programs and services. As it relates to employment, Title I of the ADA protects the rights of both employees and job seekers. The ADA also establishes requirements for telecommunications relay services. Title IV, which is regulated by



the Federal Communications Commission (FCC), also requires closed captioning of federally funded public service announcements.

While the U.S. Department of Labor's (DOL) Office of Disability Employment Policy (ODEP) does not enforce the ADA, it does offer publications and other technical assistance on the basic requirements of the law, including covered employers' obligation to provide reasonable accommodations to qualified job applicants and employees with disabilities. For a quick overview of the ADA read "The Americans with Disabilities Act: A Brief Overview."

In addition to the U.S. Department of Labor, several other federal agencies have a role in enforcing, or investigating claims involving, the ADA:

- The U.S. Equal Employment Opportunity Commission (EEOC) enforces Title I of the ADA. Title I prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in applying for jobs, hiring, firing and job training.
- The U.S. Department of Transportation enforces regulations governing transit, which includes ensuring that recipients of federal aid and state and local entities responsible for roadways and pedestrian facilities do not discriminate on the basis of disability in highway transportation programs or activities. The department also issues guidance to transit agencies on how to comply with the ADA to ensure that public transit vehicles and facilities are accessible.
- The Federal Communications Commission (FCC) enforces regulations covering telecommunication services. Title IV of the ADA covers telephone and television access for people with hearing and speech disabilities. It requires telephone and Internet companies to provide a nationwide system of telecommunications relay services that allow people with hearing and speech disabilities to communicate over the telephone.
- The U.S. Department of Justice enforces ADA regulations governing state and local government services (Title II) and public accommodations (Title III).
- The U.S. Department of Education, like many other federal agencies, enforces Title II of the ADA, which prohibit discrimination in programs or activities that receive federal financial assistance from the department.
- The U.S. Department of Health and Human Services (HHS) also enforces Title II of the ADA relating to access to programs, services and activities receiving HHS federal financial assistance. This includes ensuring that people who are deaf or hard-of-hearing have access to sign language interpreters and other auxiliary aids in hospitals and clinics when needed for effective communication.
- Another federal agency, the Architectural and Transportation Barriers Compliance Board (ATBCB), also known as the Access Board, issues guidelines to ensure that buildings, facilities and transit vehicles are accessible to people with disabilities. The Guidelines & Standards issued under the ADA and other laws establish design requirements for the construction and alteration of facilities. These standards apply to places of public accommodation, commercial facilities, and state and local government facilities.

### **Agency Contact Information**

For brochures about each agency, please contact the individual agency

**Benefits Planning:** Check your local phone book for local agencies that can provide assistance. Make sure and also consider Social Security benefits.

**Colorado Department of Education**

201 East Colfax Ave.  
Denver CO 80203  
303-866-6600

**Social Security Administration-State**

1500 Champa St.  
Denver CO 80202  
1-800-772-1213

**Social Security-Local**

602 Del Sol Dr. #1A  
Alamosa CO 81101  
719-589-2953

**Civil Rights**

American with Disabilities  
US Department of Justice  
Civil Rights Division  
Coordination and Review Section  
PO Box 66118  
Washington DC 20035  
202-514-0301

**Center for Disabilities**

589-2224

**Colorado Division of Vocational Rehabilitation**

305 Murphy Dr. Unit B  
Alamosa CO 81101  
589-5158

**Blue Peaks**

703 Fourth St.  
Alamosa CO 81101  
589-5135

**Colorado Workforce Center**

Alamosa 589-5118  
Monte Vista 852-5171

**SWAP**

2261 Enterprise Dr.

Alamosa CO 81101  
589-5851  
Amy Raya-SWAP Coordinator  
Lucia Gaspar-SWAP Specialist

**HCP**

Health Care Program for Children with Special Needs  
Alamosa County Public Health  
8900-A Independence Way  
Alamosa CO 81101  
719-589-4848

**Public Health Nursing**

Alamosa County 589-6639  
Conejos County 274-4307  
Costilla County 672-3333  
Mineral County 658-2416  
Rio Grande County 657-3352  
Saguache County 754-2773

**Department of Social Services**

Alamosa County 589-2581  
Conejos County 376-5455  
Costilla County 672-4131  
Rio Grande County (includes Mineral County) 657-3381  
Saguache County 754-2308

**Adams State University**

Accessibility Services  
208 Edgemont Blvd.  
Richardson Hall 3-100  
Alamosa CO 81101  
587-7746

**Trinidad State College**

Disability Services  
1011 Main  
Alamosa CO 81101  
589-7067  
Roberta Taylor-Hill

**Behavioral Health Group**

Alamosa  
8745 CR 9S  
PO Box 810  
Alamosa CO 81101  
589-3671

**Peak Parent Center**

917 E Moreno Ave #140  
Colorado Springs, CO 80903  
719-531-9400  
1-800-284-0251  
Fax 719-531-9452  
Email: [info@peakparent.org](mailto:info@peakparent.org) Web:  
<http://www.peakparent.org>

**Upward Bound**

Adams State University  
587-7865

**12<sup>th</sup> Judicial Court**

**Alamosa Combined Courts**

8955 Independence Way  
Alamosa CO 81101

**Conejos Combined Court**

6683 County Road 13  
P.O. Box 128  
Conejos, CO 81129  
719-376-5465

**Costilla Combined Court**

304 Main Street  
P.O. Box 301  
San Luis, CO 81152  
719-672-3681

**Mineral Combined Court**

P.O. Box 337  
1201 North Main  
Creede, CO 81130

719-658-2575

**Rio Grande Combined Court**

925 6th Street

Room 204

Del Norte, CO 81132

719-657-3394

**Saguache Combined Court**

501 4th Street

P.O. Box 197

Saguache, CO 81149

719-655-2522



**Transportation Waiver Form  
Transition Program**

I \_\_\_\_\_, the parent of \_\_\_\_\_ (“my child”), give permission for my child to be transported by an employee of the San Luis Valley BOCES transition program.

I understand that personal injury can and may occur to my child, and I hereby authorize SLV BOCES employee, or another appointed youth advisor, to seek and consent to emergency medical attention for my child as needed; and I further agree to be liable for and to pay all costs incurred in connection with such medical attention.

I hereby release SLV BOCES, its employees, agents and volunteers, from any and all liability, claims, demands, causes of action and possible causes of action whatsoever arising out of or related to any loss, damage or injury (including death) that may be sustained by my child while participating in or traveling to and from this event.

The following is all of the Insurance Information, restrictions, allergy and medication information necessary for my child to receive appropriate medical care.

---

---

---

I give permission for my child to ride in any vehicle designated by SLV BOCES, its employees, while participating in and traveling to and from this event.

I agree to accept full responsibility, financially or otherwise, for any damage my child may do to the property of SLV BOCES , properties visited on outing, other’s personal property, or vehicles used for transportation.

I agree and consent to all of the above stated.

---

(Parent Signature) (Phone Number) (Date)

---

(Another Emergency Contact Name and Phone Number)