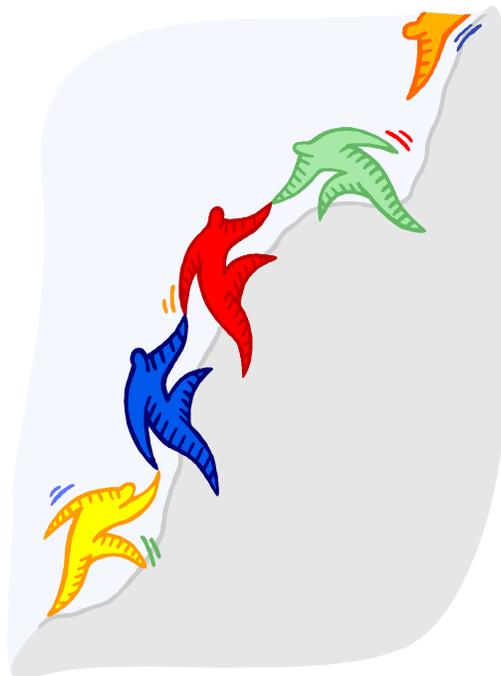


# Fauquier County Public Schools



## Transition Handbook



*Rev. August, 2020*

**“Look on every exit as being an entrance somewhere else.”  
~Tomm Stoppard**

Dear Parent and Student:

Planning for the future takes careful consideration and planning. The intention of this handbook is to provide you information that will assist with this planning process.

The law requires schools to assist students in mapping out a plan to reach their post-secondary goals. Therefore, it is time to begin considering the many factors that will impact your future such as your plans for employment, education, living and more. Your IEP team will begin to discuss your future goals and aspirations in order to determine what they can do to help you reach that goal. It is important for you to be actively involved in this process and contribute to your transition process. You, the student, are the most important team member in this planning process!

As you journey through your academic career, you will begin to put the pieces together for your future, some of which are covered in this handbook. Please use this handbook as a guide to understanding the many dimensions of the transition process and helping to put those pieces together.

## TABLE OF CONTENTS

<i>TRANSITION</i> .....	5-6
~What is transition and why is it important?	
~IDEA	
~IDEA Requirement to Write Postsecondary Goals and Provide Transition Services	
~IDEA Requirement to Write Summary of Performance	
~The Rehabilitation Act of 1973, Section 504	
~The Americans with Disabilities Act	
~The Higher Education Opportunity Act	
<i>PLANNING FOR ADULTHOOD</i> .....	7-8
~Who Participates in the Transition Planning Process?	
~What is self-determination?	
~What can a parent do to help his/her student prepare for transition?	
~Some questions for students to consider when transition planning...	
~The Transition Plan	
~Entitlement vs. Eligibility	
<i>TRANSITION TIMELINE</i> .....	8-9
~Self-Determination	
~Education and Training	
~Employment	
~Independent Living	
<i>GETTING CONNECTED</i> .....	10-12
~The Department for Aging and Rehabilitative Services (DARS)	
~Wilson Workforce and Rehabilitation Center (WWRC)	
~WIOA Youth Program	
~The Work Place—Fauquier County’s Career Resource Center	
~Rappahannock-Rapidan Community Services (RRCS)	
~Department for Blind and Vision Impaired (DBVI)	
~Virginia Department for the Deaf and Hard of Hearing (VDDHH)	
~Independence Empowerment Center (IEC)	
~The ARC of Northcentral Virginia (NCV)	
~Fauquier County Department of Social Services (DSS)	
<i>COMMUNITY INCLUSION PROGRAMS</i> .....	12
~The Bridges Program	
~Didlake, Inc.	
<i>OTHER RESOURCES</i> .....	13-14
~Training/Technical Assistance Center	
~FCPS Parent Resource Center	
~Special Education Advisory Council (SEAC)	

Fauquier County Public Schools Transition Handbook

- ~Piedmont Regional Adult and Continuing Education Program (PRACEP)
- ~Area 27 Special Olympics, Virginia
- ~Fauquier County Parks and Recreation

*TRANSPORTATION*.....14

- ~RRCS Transit Department
- ~Virginia Regional Transit
- ~Fauquier On-Demand Response
- ~Logisticare

*SOCIAL SECURITY, MEDICAID AND WAIVERS*.....15-16

- ~Social Security
- ~Medicaid
- ~Medicaid Home and Community-Based Waivers

*TRANSFER OF RIGHTS*.....17-18

- ~Age of Majority
- ~Guardianship
- ~Limited Guardian
- ~Conservator
- ~Power-of-Attorney
- ~Educational Representative
- ~Special Needs Trust

*AFTER GRADUATION*.....18-19

- ~I plan to go to college...
- ~I plan to join the military...
- ~I plan to seek employment...

*COMMUNITY INVOLVEMENT*.....20

- ~Living Arrangements
- ~Transportation
- ~Recreational Activities
- ~Employment
- ~Additional Points to Consider

*WEB RESOURCES*.....21-24

- ~Self-Determination
- ~Transition
- ~Youth Leadership
- ~Post-Secondary Education and Training
- ~Financial Aid
- ~Employment
- ~Other Resources

# TRANSITION

## *What is TRANSITION and why is it important?*

Transition is the period of time when your child moves from school to adult life. It is part of FCPS' responsibility to assist in developing a plan to help your child in reaching his/her goal for adult life. Moving into the adult world takes careful planning and consideration. Each child is very individualistic and may require different levels of support and guidance when working through this process. The earlier transition is considered, the better. While planning transition, your child should be future-oriented and plan the steps that are necessary to help him/her reach the goal. Working backwards ensures that your child takes the appropriate steps needed for his/her goal.

### *Individuals with Disabilities Education Improvement Act (<http://idea.ed.gov/>)*

Individuals with Disabilities Education Improvement Act (IDEA) has its own definition of transition and how it relates to each student educationally. The definition is as follows:

The term 'transition services' means a coordinated set of activities for a child with a disability—

- (A) That is designed to be within a results-oriented process, that is focused on improving the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- (B) Is based on the individual child's needs, taking into account the child's strength, preferences and interests; and
- (C) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional evaluation.

### *IDEA's Requirement to Write Postsecondary Goals and Provide Transition Services*

Beginning not later than the first IEP to be in effect when the child turns 14 (or younger, if determined appropriate) and then updated annually thereafter, the IEP must include:

1. Appropriate measureable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment and independent living skills, where appropriate
2. Transition services needed to assist the child in reaching those goals, including courses of study

Postsecondary goals may change and grow as your child progresses through school. Goals may be more general in your child's earlier years and then become more specific as he/she nears graduation. For example, a child may have an 8<sup>th</sup> grade postsecondary goal of going to college to become a doctor but after taking some science courses and learning more about the field, he/she may decide it is not the best match for him/her and change directions the following year. Transition assessments and coursework will contribute to the evolving goals.

***IDEA's Requirement to Write a Summary of Performance (SOP)***

A Summary of Performance...

- Is a requirement of IDEA
- A separate document that is provided to your child as he/she exits school
- Provides information regarding your child's level of performance including information on academic achievement, functional performance, supports and next steps

*\*\*Once a child exits the school system, the regulations of IDEA are no longer available.*

Below are laws that will assist your child in his/her adult life:

***The Rehabilitation Act of 1973, Section 504—***

This is a national law that protects qualified individuals from discrimination based on their disability. The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency, including the U.S. Department of Health and Human Services (DHHS). These organizations and employers include many hospitals, nursing homes, mental health centers and human service programs. Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services. For more information, visit <https://dredf.org/legal-advocacy/laws/section-504-of-the-rehabilitation-act-of-1973/>

***The Americans with Disabilities Act (ADA)—***

This law prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. For more information, visit <https://www.ada.gov/>.

**Section 504 and ADA are not automatically provided--they must be requested.**

***The Higher Education Opportunity Act—***

This law allows students with intellectual disabilities to access federal financial aid at a post-secondary institution.

Individuals with intellectual disabilities are eligible to apply for federal financial aid to help cover the cost of attending college under these circumstances:

- The individual must meet the definition of intellectual disability as outlined in the act
- Individuals must be attending an approved Comprehensive Transition Program - a list of these programs is maintained on the Federal Financial Aid website
- Individuals who meet these two criteria DO NOT have to have a standard high school diploma or be pursuing a degree or certificate.
- Individuals with intellectual disabilities DO still have to meet the financial need criteria for eligibility
- Individuals are eligible for federal grants and work study funds, but NOT student loans.

For more information, visit <http://www.thinkcollege.net/topics/opportunity-act>.

## PLANNING FOR ADULTHOOD

### *Who participates in the transition planning process?*

The transition planning process is a collaborative effort that includes the student, family, teacher(s), transition specialist, adult service agency representatives and any other individual involved in your child's future.

Your child is the most important person in the planning process and should be actively involved in his/her transition planning. There are many ways that your child can be actively involved in his/her planning process which includes participating in his/her IEP meetings, participating in assessments, expressing his/her interests and goals and learning about *self-determination*.

### *What is self-determination?*

Self-determination is a combination of skills, knowledge and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. Self-determination is an understanding of one's strengths and limitations together with a belief in oneself as capable and effective. Having strong self-determination skills will increase a student's ability to achieve success and improve his/her quality of life as an adult. In order to learn more about self-determination, visit <http://www.imdetermined.org/>.

### *What can a parent do to help his/her child prepare for transition?*

- Allow your child to make wise decisions
- Establish responsibilities at home
- Encourage your child to advocate for him/herself
- Assist your child with engaging in the community
- Encourage your child to be actively involved in his/her IEP planning
- Facilitate the use of self-determined behavior
- Have conversations with your child about future goals and encourage him/her to express his/her own goals and aspirations

### *Some questions for students to consider when transition planning...*

- What kind of education do I want to pursue after high school?
- What kind of employment do I want after high school?
- Where do I plan to live as an adult?
- What methods of transportation will I use?
- What kind of leisurely activities will I participate in after high school and will I need help planning those activities?
- Do I need assistance medically?
- Am I able to self-advocate for my needs?

### *The Transition Plan*

The IEP team will develop goals in the areas of employment, education, training and when appropriate, independent living. The goals must be future oriented and reflect your child's post-secondary aspirations. These goals may develop and change as your child progresses through

his/her academic career. Your child’s teacher will assist with developing a plan that will facilitate your child in reaching his/her goals, which can include connecting with an adult service provider, taking particular courses, etc...

***Entitlement vs. Eligibility***

When your child is in school, he/she is entitled to certain services. The law requires that school divisions provide students with a disability a free and appropriate public education (FAPE) as it is outlined in his/her Individual Education Plan (IEP). When an individual with a disability pursues services or funding from an adult service agency, he/she must *qualify* for their service or funding.

**TRANSITION TIMELINE**

***Self Determination:***

<b>18-21 Years Old</b>	<b>16-17 Years Old</b>	<b>15-16 Years Old</b>	<b>14-15 Years Old</b>	<b>12-14 Years Old</b>
<ul style="list-style-type: none"> <li>-direct personal care services</li> <li>-understand cultural diversity</li> <li>-understand cause and effect strategies</li> <li>-consider points-of-view</li> <li>-further develop self-advocacy</li> <li>-assume adult rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>-realize and understand barriers and solutions</li> <li>-discuss accommodations and supports needed</li> <li>-understand adult rights and responsibilities</li> <li>-lead IEP meeting and give direct input</li> </ul>	<ul style="list-style-type: none"> <li>-continued involvement in assessment process</li> <li>-describe issues related to self-disclosure</li> <li>-continue leading IEP</li> <li>-define self-success</li> <li>-ensure that you have applied for waiver funding, if you qualify</li> </ul>	<ul style="list-style-type: none"> <li>-participate in assessments and understand how results relate to transition</li> <li>-become active member of your IEP</li> <li>-identify and begin coordination of supports</li> <li>-express wants and needs appropriately</li> <li>-become familiar with the laws and regulations of IDEA</li> </ul>	<ul style="list-style-type: none"> <li>-evaluate how your disability impacts your daily life</li> <li>-describe your accommodations and how they help you</li> <li>-provide information at your IEP about your likes, dislikes and dreams</li> <li>-explore and apply for waiver funding, if you qualify</li> </ul>

***Education and Training:***

<b>18-21 Years Old</b>	<b>16-17 Years Old</b>	<b>15-16 Years Old</b>	<b>14-15 Years Old</b>	<b>12-14 Years Old</b>
<ul style="list-style-type: none"> <li>-finalize education/training plan, including documentation</li> <li>-understand and use Summary of Performance</li> <li>-coordinate services and supports with disability services</li> <li>-meet with instructional staff regarding accommodations and supports</li> </ul>	<ul style="list-style-type: none"> <li>-take college/training entrance exams</li> <li>-maintain academic success</li> <li>-complete college/training applications</li> <li>-apply for scholarships and other funding sources</li> <li>-contact disability services office(s) to determine documentation needs and available supports</li> <li>-become aware of disability laws for postsecondary education (Rehabilitation Act and ADA)</li> </ul>	<ul style="list-style-type: none"> <li>-begin more specific post-school planning (employment vs. college)</li> <li>-discuss entitlement vs. eligibility</li> <li>-actively participate in IEP and class scheduling</li> <li>-investigate scholarships and other funding sources</li> <li>-Identify pre-requisites for education/training (SAT, ACT, ASVAB, etc...)</li> <li>-visit guidance counselor and/or career center to discuss options</li> </ul>	<ul style="list-style-type: none"> <li>-develop graduation plan</li> <li>-explore/visit (diploma status) postsecondary school</li> <li>-understand the areas you will need support</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate time management and organizational skills</li> <li>-explore postsecondary school/training acceptance requirements</li> <li>-know and state high school requirements</li> </ul>

## Fauquier County Public Schools Transition Handbook

### ***Employment:***

<b>18-21 Years Old</b>	<b>16-17 Years Old</b>	<b>15-16 Years Old</b>	<b>14-15 Years Old</b>	<b>12-14 Years Old</b>
<ul style="list-style-type: none"> <li>-develop skills for employment/volunteer position sustainability</li> <li>-master employability skills</li> <li>-acquire accommodations and supports needed for employment</li> <li>-make use of private/government resources for employment</li> </ul>	<ul style="list-style-type: none"> <li>-continue developing career portfolio with updated documents</li> <li>-begin narrowing job selection from a “job to make money” vs. “job that interests you”</li> <li>-state and know how to acquire accommodation and supports needed for employment</li> <li>-discuss additional training/skills needed for employment</li> <li>-engage in competitive employment</li> </ul>	<ul style="list-style-type: none"> <li>-continue career exploration</li> <li>-continue develop of career portfolio (include a resume)</li> <li>-identify and explore potential employment opportunities</li> <li>-understand and access private/government resources for employment</li> </ul>	<ul style="list-style-type: none"> <li>-continue career exploration-explore job shadowing opportunities</li> <li>-continue development of career portfolio (copies of pertinent assessments, work samples, etc...)</li> <li>-begin to set post-school goals</li> <li>-evaluate future financial needs and how they relate to career choices</li> </ul>	<ul style="list-style-type: none"> <li>-describe employability skills</li> <li>-explore Career and technical Education Program options and elective courses</li> <li>-begin developing career portfolio (copies of required identification: birth certificate, social security number, etc...)</li> <li>-engage in community service/volunteering</li> </ul>

### ***Independent Living:***

<b>18-21 Years Old</b>	<b>16-17 Years Old</b>	<b>15-16 Years Old</b>	<b>14-15 Years Old</b>	<b>12-14 Years Old</b>
<ul style="list-style-type: none"> <li>-develop a plan for a balanced life (time management, school, work, leisure, etc...)</li> <li>-register for selective service/register to vote</li> <li>-finalize independent living arrangements and community connections</li> <li>-engage with adult supports to ensure a coordination of services</li> </ul>	<ul style="list-style-type: none"> <li>-begin assuming or transferring responsibility of health needs</li> <li>-continue making healthy choices</li> <li>-continue community involvement ensuring healthy lifestyle choices</li> <li>-continue involvement with adult agencies</li> <li>-develop financial literacy skills</li> <li>-describe potential changes to your current benefits if employed</li> </ul>	<ul style="list-style-type: none"> <li>-describe what adult agencies can help you with and connect with these agencies</li> <li>-continue to develop healthy relationships that have a positive impact on your life</li> <li>-understand what in the community is important to you and for you and further engage in those activities</li> <li>-assess and know how to access transportation options (driver’s license, public transportation, etc..)</li> </ul>	<ul style="list-style-type: none"> <li>-implement a time/money management plan</li> <li>-explore transportation options</li> <li>-engage in community opportunities (community service, faith-based activities, youth groups, etc..)</li> <li>-begin to develop and implement to increase responsibilities at home (chores, walk the dog, etc..)</li> </ul>	<ul style="list-style-type: none"> <li>-state your health care requirements and medication needs</li> <li>-continue and expand engagement in extra-curricular/community activities</li> <li>-establish relationships (peers, friends, mentors)</li> <li>-learn about resources in the community that could help you</li> <li>-practice safe technology use</li> </ul>

[Adapted from ‘Tri-State Transition Slide Guide’]

## **GETTING CONNECTED**

Because the transition process can be overwhelming at times, there are agencies and organizations that are available to assist students and their families with the process of transition. The following agencies and programs should be researched and pursued, if appropriate:

### **The Department for Aging and Rehabilitative Services (DARS)**

1300 Sunset Lane, Suite 3120  
Culpeper, VA 22701  
540-829-7360

<https://www.vadars.org/drs/transitionservices.htm>

DARS is a vocational rehabilitation agency that assists individuals with disabilities in reaching their vocational goals. DARS provides vocational counseling to students that intend to seek competitive employment at some point in their adult life. Their services include career exploration, guidance and counseling, job development, job placement and more. It is recommended that a student connect with DARS three years prior to graduation/exiting school. In order to learn more about this service, contact your student's responsible teacher or the transition specialist.

### **Woodrow Wilson Rehabilitation Center for Employment (WWRC)**

243 Woodrow Wilson Avenue  
Fishersville, VA 22939  
540-332-7352

<https://www.wwrc.net/VocationalTrainingServicesOverview.htm>

WWRC offers vocational training options as well as vocational evaluations, guidance and counseling, life skills training and driver's training as a post-secondary option. In addition, it has a program for high school aged students entitled PERT. PERT is a 10 day evaluation that assesses vocational skills, independent living and recreational skills.

### **WIOA Youth Program**

210 E. Stevens St., Suite 200  
Culpeper, VA 22701  
540-604-6241

<https://vcwpiedmont.com/youth/>

The WIOA Youth Program offers dropout prevention services, tutoring, basic education, summer work experiences, work readiness training, financial literacy, career counseling, occupational skills training, paid work experiences and job assistance. To be eligible, individuals must be at least 17 years old, low income (based only on youth), have an obstacle accessing education opportunities or an obstacle finding employment. Generally, if a student has a disability, he/she will meet these criteria.

**The Work Place—Fauquier County’s Career Resource Center**

320 Hospital Drive  
Warrenton, VA 20186  
540-422-8422

<http://www.fauquiercounty.gov/government/departments-h-z/social-services/the-work-place>

The Workplace offers job postings, assistance with setting up email accounts, internet access, fax/copy machine access, resume assistance, free computer class referrals, supportive services, referrals, job fair and recruitment opportunities and typing tutorial programs.

**Rappahannock-Rapidan Community Services (RRCS)**

15361 Bradford Road  
Culpeper, VA 22701  
540-825-3100

<http://www.rrcsb.org/>

RRCS provides services to individuals with an intellectual disability, developmental disability, mental illness or substance abuse issues. Their services include case management, residential support, counseling and much more. They also manage the following Medicaid Waivers: Building Independence Waiver, Family and Individual Waiver and Community Living Waiver. In order to learn more about this service, contact your student’s responsible teacher or the transition specialist.

**Department for the Blind and Vision Impaired (DBVI)**

11150 Fairfax Boulevard, Suite 502  
Fairfax, VA 22030  
703-359-1100

<http://www.vdbvi.org>

DBVI provides services and resources which empower individuals who are blind, vision impaired or deafblind to achieve their desired levels of employment, education, and personal independence. In order to learn more about this service, contact your student’s responsible teacher or the transition specialist

**Virginia Department for the Deaf and Hard of Hearing (VDDHH)**

1602 Rolling Hills Drive  
Richmond, VA 23229

<https://www.vddhh.org>

VDDHH works to reduce communication barriers for individuals who are deaf or hard of hearing. They offer interpreter information, technology assistance, training opportunities, community education, workshops and more. In order to learn more about this service, contact your student’s responsible teacher or the transition specialist.

**Independence Empowerment Center (IEC)**

8409 Dorsey Circle, Suite 101  
Manassas, VA 20110  
703-257-5400  
<http://www.ieccil.org>

IEC is a Center for Independent Living and an advocacy based organization operated by and for people with disabilities. Their mission is to encourage, support and provide options for people with disabilities in their communities. They offer support groups, community education, information about disability related topics and more.

**The ARC of Northcentral Virginia (NCV)**

PO Box 852  
Bealeton, VA 22712  
[www.arcofnorthercentralva.org](http://www.arcofnorthercentralva.org)

NCV is an advocacy organization committed to enhancing the lives of persons with intellectual and developmental disabilities (I/DD), and ensuring that they are valued members of our community who are able to reach their full potential. They are committed to creating an environment that encourages inclusiveness and acceptance through education, advocacy and support to families, friends and the community.

**Fauquier County Department of Social Services (DSS)**

320 Hospital Drive  
Warrenton, VA 20186  
540-422-8400  
<http://www.fauquiercounty.gov/government/departments-h-z/social-services>

DSS helps people overcome adversity to secure a strong future. They assist with gaining self-sufficiency, protect adults and children from abuse and provide benefits to meet basic needs. DSS handles Medicaid applications and CCC+ waiver applications.

## **COMMUNITY INCLUSION PROGRAMS**

### **The Bridges Program**

13523 Beverly Ford Road  
Elkwood, VA 22718  
540-829-7628

[www.rrcsb.org/adult-services/bridges-pre-vocational-services/](http://www.rrcsb.org/adult-services/bridges-pre-vocational-services/)

The Bridges Program is an RRCS program with a site in Culpeper, VA. This program offers day support services for adults with intellectual or developmental disabilities and is generally funded through a Medicaid Waiver.

### **Didlake, Inc.—Community Inclusion Program**

10164 Marsh Road  
Bealeton, VA 22712  
540-904-4207

[www.didlake.org](http://www.didlake.org)

Didlake's Community Inclusion Program's goal is aimed at joining people with disabilities to their communities. It includes skills development/personal enrichment, expressive arts, community involvement and educational and recreational activities. The program is generally funded through a Medicaid Waiver.

## **OTHER RESOURCES**

### **Training/Technical Assistance Center (T/TAC)**

[http://ttaonline.org/staff/s\\_home.asp](http://ttaonline.org/staff/s_home.asp)

T/TAC's goal is to contribute to the success of students with disabilities by improving educational opportunities. Their website includes helpful webinar links and other informative articles that may be beneficial to students and families.

### **Fauquier County Public Schools' Parent Resource Center**

Central Complex, Building B  
430 East Shirley Ave, Warrenton, VA 20186  
540-422-7116

<http://www.fcps1.org/Page/1550>

FCPS's PRC assists parents in accessing information and support. They have a lending library, hold workshops and support local advocacy organizations. Also, they provide PRC connections to weekly FCPS newsletter to parents with helpful information.

### **Special Education Advisory Council (SEAC)**

<http://www.fcps1.org/Page/1551>

SEAC is a school board advisory committee that consists of parents of students with disabilities, educators and members of the community. The group works to identify the needs in the education of students with disabilities and makes recommendations to the school system.

**Piedmont Regional Adult and Continuing Education Program (PRACEP)**

14270 Achievement Drive #200

Culpeper, VA 22701

<http://www.pracep.org/>

PRACEP works to prepare individuals for their GED and also work to assist immigrants and those of foreign nationalities who need help learning the English language. They offer GED preparation classes and English Language Learners classes.

**Area 27 Special Olympics, Virginia**

319 William Street Suite 2

Fredericksburg, VA 22401

540-479-6918

<http://specialolympicsva.org>

Area 27 Special Olympics offers sporting events in basketball, bowling, swimming, tennis and track and field.

**Fauquier County Parks and Recreation**

320 Hospital Drive, Suite 6

Warrenton, VA 20186

540-422-8550

<http://www.fauquiercounty.gov/government/departments-h-z/parks-and-recreation>

Parks and Recreation offers many activities in the community, most notably different kinds of recreational sports.

**TRANSPORTATION**

**RRCS Transit Department**

15361 Bradford Road

Culpeper, VA 22701

540-829-5300

[www.rrcsb.org](http://www.rrcsb.org)

RRCS is the primary source of transportation to clients of the agency to day support and treatment programs.

**Virginia Regional Transit**

1099 Brandy Knoll Court

Culpeper, VA 22701

540-825-2456

[www.vatransit.org](http://www.vatransit.org)

VA Regional transit provides access to affordable transportation through passenger service, transit system management and other transit related services.

**Fauquier On-Demand Response**

1099 Brandy Knoll Court

Culpeper, VA 22701

540-825-2456

[www.vatransit.org](http://www.vatransit.org)

On-Demand Response will pick a person up at their residence and bring that person to their appointments/errands. Reservations are required and it is first come, first served. Appointments must be pre-registered and they must be reserved with 24 hour notice.

**Logisticare**

7443 Lee Davis Road

Mechanicsville, VA 23111

1-866-386-8331

[www.logisticare.com](http://www.logisticare.com)

Logisticare offers transportation for medical appointments 24/7, including holidays and is paid for by Medicaid.

## **SOCIAL SECURITY, MEDICAID AND WAIVERS**

### **Social Security Administration (SSA)—[www.ssa.gov](http://www.ssa.gov)**

Social Security Administration has benefits for individuals with disabilities. These benefits provide cash assistance to those that are qualified.

#### *Supplemental Security Income (SSI)*

In order to qualify for SSI, a student must meet disability and financial eligibility.

#### Financial Eligibility--

The income and resources of family members living in the individual's home is factored into the financial eligibility terms. Once a student turns 18, only his/her income and resources are considered and family member's income and assets do not impact eligibility.

*Income and Resources*—Students/parents must not be working or earning under a certain amount (the amount can change yearly)

*Resources*—Countable assets must be less than \$2,000

#### Disability Eligibility—

A student under the age of 18 must meet SSA's definition of disability--*the student must have a physical or mental condition or a combination of conditions that results in marked and severe functional limitations and must have been or be expected to be disabling for at least 12 months or must be expected to result in death.* A student over the age of 18 must meet a different definition of disability--*must not be able to engage in any substantial gainful activity because of medically determinable physical or mental impairments that is expected to result in death or that has lasted or is expected to last for a continuous period of at least 12 months.* SSA determines whether an individual's disability is considered 'severe' enough that it would prevent that individual from working. In order for SSA to determine if the student meets the criteria, the family will be required to submit medical records and school documentation. Your student may be asked to undergo an examination through SSA, as well.

If your student receives SSI under the age of 18, he/she will go through a re-determination process at the age of 18 in which SSA determines if he/she still qualifies for benefits by the adult disability definition and financial eligibility requirements.

\*\*An unexpected inheritance can result in ineligibility.

#### *Social Security Disability Insurance (SSDI)*

SSDI provides a monthly cash payment to individuals that qualify and these benefits do not have a financial need eligibility qualification. In order to qualify, an individual must have a disability that began prior to the age of 22 and have paid in enough years for coverage (FICA) or be a dependent of a worker who is disabled, retired or deceased. In addition, a person must meet SSA's definition of disability (same criteria as SSI) and not be working or earning less than a certain amount. The monthly benefit amount is determined by how much has been paid into the system (not to exceed approximately \$3,000).

### *Childhood Disability Benefits (CDB)*

CDB provides monthly cash payments that have a disability that occurred prior to 22 and are unmarried. It is given to individuals who have a parent that becomes disabled, retires or dies and the payment is based on the parent's work record.

### *Representative Payee*

SSA appoints a representative payee for beneficiaries who are incapable of managing their own SSI/SSDI benefits. If a parent would like to be the representative payee for their student, they must file an application with SSA. Records must be kept regarding income and it will be sent to SSA.

### **Commonwealth Coordinated Care (CCC) Plus and Medicaid**

CCC Plus is the new statewide Medicaid managed long term services and supports program for those that qualify. Medicaid covers many medical costs including doctor's appointments, medications and other expenses. If an individual qualifies for SSI, they may be eligible for Medicaid as well. An individual can still apply for Medicaid even if he/she does not qualify for SSI. In order to apply for Medicaid, you should contact Social Services at 540-422-8400 and request a Medicaid application.

### **Medicaid Home and Community-Based Waivers**

Waivers provide services to individuals in their home or the community that otherwise may require care in a hospital or nursing home. Some waivers are granted on a 'slot' system and many waivers have lengthy waiting lists. The following Medicaid waivers may be beneficial to your student:

#### *CCC Plus Waiver*

The purpose is to provide adult day health care, assistive technology, environment modifications, personal assistance services, personal emergency response system, private duty nursing, respite care, service facilitation and transition services for individuals living in an institutional setting. Eligibility for each service offered under this waiver is evaluated on an individualized basis once found eligible. In order to qualify, an individual must have medical or nursing needs. In order to apply for this waiver, an individual must call Fauquier's Social Services office and request a screening. For more information regarding this waiver, visit

<http://www.dmas.virginia.gov/files/links/630/CCC%20Plus%20Waiver%20Fact%20Sheet.pdf>

*\*\*there is no waiting list for this waiver*

#### *Building Independence (BI), Community Living (CL) and Family and Individual Supports (FI) Waivers*

The BI, CL and FI Waivers provide services to individuals with a developmental and/or intellectual disability that show a need for the services provided. The services provided by these waivers include employment and day services, self-directed options, crisis support options, residential options, medical and behavioral options and more. The Rappahannock-Rapidan Community Services (RRCS) manages these waivers. In order to determine eligibility, you must request a screening by calling 540-347-7620. For more information regarding these waivers, visit <http://mylifemycommunityvirginia.org/>

*\*\*there is a waiting list for these waivers which is determined by priority*

## **TRANSFER OF RIGHTS**

### **Age of Majority**

When a student turns 18, he/she is considered an adult by law, and therefore able to make decisions. In Virginia, it is presumed that once a person reaches the age of 18, he/she has the capabilities to make decisions and is responsible for him/herself. Also, a student is able to sign legal documents including his/her IEP.

There are various options for parents to consider once their child has reached the age of majority.

### **Guardianship**

A guardian is a person appointed by a judge to be responsible for another adult's personal affairs. Guardianship can be limited to certain decision making or can cover all affairs. Guardians do not have the right to handle financial affairs (see conservator). In order for guardianship to be granted, a court must find that the individual is incapacitated (unable to take care of him/herself or handle his/her affairs due to mental or physical illness or capacity). Guardianship requires a petition to be filed with the court and typically requires the assistance of an attorney. A parent may begin pursuing guardianship for their student six months prior to the student's 18<sup>th</sup> birthday.

### **Limited Guardianship**

Limited guardians make decisions for another person only in certain areas of that person's life, such as medical decisions. This may be appropriate for individuals that have the ability to make some decisions on their own. Like guardianship, limited guardianship will most likely require assistance from a lawyer.

### **Conservator**

A conservator is a person appointed to handle another adult's financial affairs. Many times, the court may designate the guardian to also be the conservator. Like guardianship, conservator generally requires the assistance of an attorney. The process may be time-consuming and costly.

### **Power-of-Attorney (POA)**

A power-of-attorney is a document in which one competent adult grants another competent adult the legal right to make decisions on his/her behalf. The person granting the POA must have full understanding of what is in the document. A POA may be used to grant various legal powers to another individual. The person that grants the power-of-attorney may revoke it at any time.

### **Educational Representative (VDOE's Age of Majority Appendix C Form)**

The option of an educational representative was developed by the Virginia Department of Education to grant educational rights to a representative without having to appear in court (as is required for guardianship and conservatorship). An educational representative may ONLY make educational decisions on behalf of the adult student. See Appendix C of VDOE's 'Age of Majority' informational packet for more information on the requirements of obtaining an Educational Representative.

### **Special Needs Trust**

A trust is when one person holds assets for the benefit of another person. A special needs trust is designed specifically for individuals with a disability and may assist a family in ensuring that benefits (such as SSI) are not lost due to inheritances or other financial gains. It is suggested to speak with a lawyer who has experience in estate planning to assist in developing a trust.

### **ABLE Account**

Money in an ABLE account is not counted as an asset for SSI/Medicaid. The maximum amount to be in an ABLE account per year is \$14,000 with a total maximum exclusion of \$100,000.

## **AFTER GRADUATION**

### *I plan to go to college...*

If your student plans to attend community college, a training program or a four year university please keep the following information in mind:

- Once a student exits high school, the regulations required by IDEA are no longer mandated. In a post-secondary setting, students will have certain rights under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Section 504 and ADA offer equal access to existing programs and services through nondiscrimination and reasonable accommodations. Please keep in mind that modifications requested that alter the nature of the program, course or evaluation of a student's performance are not considered reasonable and are not required.
- Students may receive reasonable accommodations in their post-secondary courses but they must have updated documentation to prove disability. Ask the transition specialist for other methods to acquire this documentation.
- In order to seek accommodations, students must set up a meeting with the Office for Disability Services and provide the required documentation. At that point, a letter will be drafted for the student to provide to each instructor detailing the approved accommodations. Students must advocate for their own accommodations in a post-secondary setting.
- Disclosing a disability is OPTIONAL.
- Once a student begins a post-secondary education program, he/she must advocate for him/herself.

If your student aspires to attend a community college, training program or four year university, he/she must begin planning early!

- Choose high school courses wisely to align with potential career path
- Research the colleges and gather all of the information needed (application deadlines, SAT/ACT requirements, GPA requirements, etc...)
- Explore financial support—FAFSA, grants, loans, scholarships, etc...
- Is there a placement test?
- Visit your guidance counselor and the career center

- Acquire student Summary of Performance from teacher prior to graduating and take it to your college admissions advisor
- If your student is connected with DARS, discuss plans with your vocational counselor to explore potential assistance through that service

***I plan to join the military...***

If your student plans to join the military, please consider the following:

- Thoroughly research your intended branch
- Speak with a recruiter for assistance in answering any questions or concerns
- Complete the Armed Services Vocational Aptitude Battery (ASVAB)—this aptitude test helps the student to understand his/her strengths and which careers within the military may be a good fit
- ASVAB scores are good for two years and taking the assessments does not put the student under any obligation to join the military

***I plan to seek employment...***

There are various types of employment. Understanding each and identifying the best match will help pave the way for success.

*Competitive Employment*—This type of employment is typically a full-time or part-time position where the individual earns at least minimum wage. Generally, long-term support on the job is not needed to perform the essential job functions.

*Supported Employment*—This type of employment is typically needed by a person that has difficulty learning new skills. This person may have a disability that directly impacts his/her position and therefore needs extra help. People who work in a supported employment environment generally pay for these services or qualify through an adult service agency. There are two forms of supported employment:

- *Job Coach*—An individual is working in a competitive job but receiving support while on the job. The amount of supervision provided lessens as the individual masters the job duties.
- *Enclave/Group*—Individuals work in a small group at an employment site (may be a self-contained environment) with constant supervision by job coaches and other support personnel

Once you have determined the path that is best suited for you, begin exploring the various avenues to help you reach your goal. Speak to your teachers, guidance counselor and the transition specialist for assistance.

## COMMUNITY INVOLVEMENT

It is important to consider your student's community involvement after he/she completes his/her academic career. Community involvement includes various components such as housing options, leisurely activities and more. Below are some points to consider when thinking about your student's community involvement:

### *Living Arrangements*

- Where will your student live? In a house, apartment, condominium?
- Will your student live by him/herself, with a roommate or with my family?
- Does your student need support to live independently and if so, who will provide that support?
- How will your student pay for rent or a mortgage?

### *Transportation*

- What are your student's transportation options?
- Is your student able to independently handle his/her transportation or does he/she need assistance?
- Will your student drive a car? How will he/she pay for the car?
- Does your student need public transportation options? Does your student need practice learning how to use public transportation?

### *Recreational Activities*

- What activities would your student like to pursue?
- Does your student have transportation to the recreational activities?
- Do your student's activities cost money? If so, how will he/she pay for them?

### *Employment*

- Does your student want to work?
- What kind of job would your student like?
- Does your student need support to learn a job?
- Are there volunteering opportunities for your student?

### *Additional Points to Consider*

- Does your student want to vote? If so, how does he/she know how to register to vote?
- Does your student understand how to pay bills? Can he/she use a debit card and/or check?
- Can your student ask for help if he/she needs it?
- Is your student able to cook meals? Does he/she understand proper nutrition?
- Is your student able to identify community members that can offer assistance if needed?

## **WEB RESOURCES**

### **Self-Determination**

I'm Determined

<http://www.imdetermined.org>

National Gateway to Self-Determination

<http://www.ngsd.org>

### **Transition**

Transition Coalition

[www.transitioncoalition.org](http://www.transitioncoalition.org)

Life After High School

<http://www.lifeafterhs.org/>

National Center on Secondary Education and Transition

[www.Ncset.org](http://www.Ncset.org)

Virginia View

[www.vaview.vt.edu](http://www.vaview.vt.edu)

Virginia Wizard

<https://www.vawizard.org/vccs/Main.action>

O\*Net Online

<http://www.onetonline.org/>

The Armed Services Vocational Aptitude Battery

[www.asvabprogram.com](http://www.asvabprogram.com)

My Future

<http://www.myfuture.com>

National Youth Employment Coalition

<http://www.nyec.org>

The 411 on Disability Disclosure: A Workbook for Youth with Disabilities

<http://www.ncwd-youth.info/411-on-disability-disclosure>

Mapping Your Future

[www.Mappingyourfuture.org](http://www.Mappingyourfuture.org)

**Youth Leadership**

National Youth Leadership Network

<http://www.nyln.org>

Youth Leadership Forum

<http://www.vaboard.org/yf.htm>

**Post-Secondary Education and Training**

College Board

<https://www.collegeboard.org>

College View

[www.collegeview.com](http://www.collegeview.com)

American College Testing

[www.act.org](http://www.act.org)

Lord Fairfax Community College

[www.lfcc.edu](http://www.lfcc.edu)

Northern Virginia Community College

[www.nova.edu](http://www.nova.edu)

Think College

[www.Thinkcollege.net](http://www.Thinkcollege.net)

Heath Resource Center

<http://heath.gwu.edu/>

Peterson's College Search

[www.petersons.com](http://www.petersons.com)

**Financial Aid**

Free Application for Federal Student Aid (FAFSA)

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Fast Aid

[www.fastaid.com](http://www.fastaid.com)

Fast Web

[www.fastweb.com](http://www.fastweb.com)

**Employment**

Career Builder

[www.careerbuilder.com](http://www.careerbuilder.com)

Monster

[www.monster.com](http://www.monster.com)

Indeed

[www.Indeed.com](http://www.Indeed.com)

Riley Guide

[www.rileyguide.com](http://www.rileyguide.com)

The Job Accommodation Network

[www.jan.wvu.edu](http://www.jan.wvu.edu)

Employment Guide

[www.employmentguide.com](http://www.employmentguide.com)

**Other Resources**

The Virginia Department of Education

<http://www.doe.virginia.gov>

Social Security Administration

<http://www.ssa.gov>

Fauquier County Department of Social Services

<http://www.fauquiercounty.gov/government/departments/socialservices>

Fauquier County Public Schools

<http://www.fcps1.org/education/components/scrapbook/default.php?sectionid=1>

Fauquier County Public Schools Office of Special Education

<http://www.fcps1.org/education/components/scrapbook/default.php?sectionid=110>

Fauquier County Parent Resource Center

<http://www.fcps1.org/education/dept/dept.php?sectionid=2858>

Virginia Department for Aging and Rehabilitative Services

<http://www.vadrs.org>

Virginia Department for the Blind and Vision Impaired

[www.dbvi.org](http://www.dbvi.org)

Virginia Department for the Deaf and Hard of Hearing

[www.vddhh.org](http://www.vddhh.org)

Rappahannock-Rapidan Community Services Board

[www.rrcsb.org](http://www.rrcsb.org)

Independence Empowerment Center

<http://www.ieccil.org>

National Center for Learning Disabilities

[www.ld.org](http://www.ld.org)

Autism Society of America

<http://www.autism-society.org>

The ARC

[www.thearc.org](http://www.thearc.org)