



Beyond Graduation: Preparing Students with Disabilities for Life's Next Chapter

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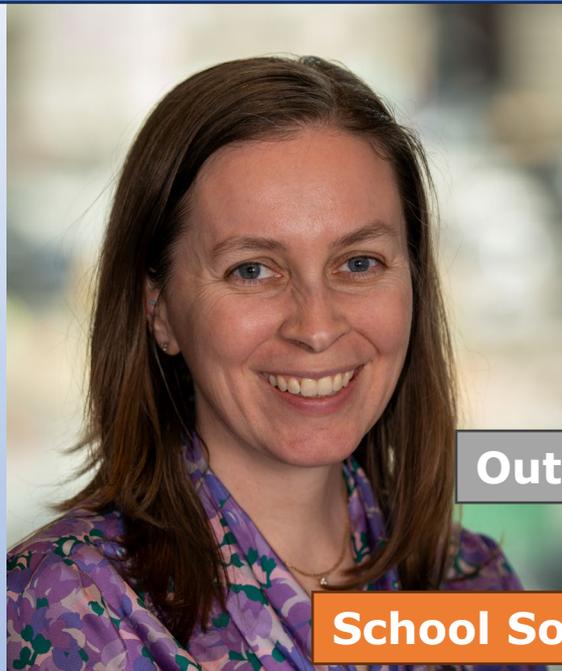


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Mom to IWD who is transition age



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Aunt of 2 SWDs

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Goals for Today

- Identify key components of transition planning for students with disabilities moving into adulthood.
- Expand knowledge about potential barriers to successful transition planning for Individuals with Disabilities (IWD).
- Understand the importance of a person-centered focus in transition planning.
- Recognize the role of community agency representatives in supporting youth in planning for transition.
- Develop knowledge and access resources to assist students and families in navigating post-secondary education, employment options, and community resources.

Who's in the Room?

Think about all your roles!

Youth and family members

Educators

Community Agencies

- Office of Children's Services
- Community Services Board (CSB)
- Department of Family Services (DFS)
- Department of Behavioral Health (DBH)
- Juvenile Justice workers

Private Providers

Who else?

Students with Disabilities in the United States

15% of students in public schools were identified as special education students in 2022-2023 (7.5 million students).

Of the 464,000 students with disabilities (SWD) who exited school in 2021-2022, only 74% graduated with a traditional high school diploma.

Students with Disabilities in Virginia

In the 2018-2019 school year, Virginia had around 164,000 identified special education students.



In 2018, students without disabilities were 30% more likely to graduate with a diploma than students with disabilities in Virginia.



Overall, Black SWD and students with more intensive support needs (including multiple disabilities and intellectual disabilities) were less likely to earn a diploma in Virginia.

IEP vs. 504- What's the difference?

IEP

- Eligibility for an Individualized Education Program (IEP) is based on the fourteen categories of disability identified by the *Individuals with Disabilities Education Act* (IDEA). The child's impairment must have an educational impact and require specially designed instruction for him/her to qualify as a child with a disability under IDEA.

504 Plan

- A 504 Plan is based on eligibility under the *Rehabilitation Act of 1973*, and not the IDEA. A child may be identified as a student with a disability under this statute if she has a mental or physical impairment that substantially limits a major life activity. The 504 plan ensures a child receives accommodations that will ensure academic success and access to the learning environment.

Note: Both identify a student as having a disability.

IDEA Disability Categories

Note:
Educational
disabilities are
not always the
same as a
youth's medical
diagnosis.

Autism

Multiple Disabilities

Deaf-Blindness

Orthopedic Impairment

Deafness

Other Health Impairment

Developmental Delay

Specific Learning Disability

Emotional Disturbance

Speech or Language Impairment

Hearing Impairment

Traumatic Brain Injury

Intellectual Disability

Visual Impairment

Individuals with Disabilities Education Act (2004)

“The purpose of special education is to prepare [youth] for further education, employment, and independent living.”

Individuals with Disabilities Education Act, 20 U.S.C. § 300 (2004). <https://sites.ed.gov/idea/regs/b/a/300.8/c>





Movement Break

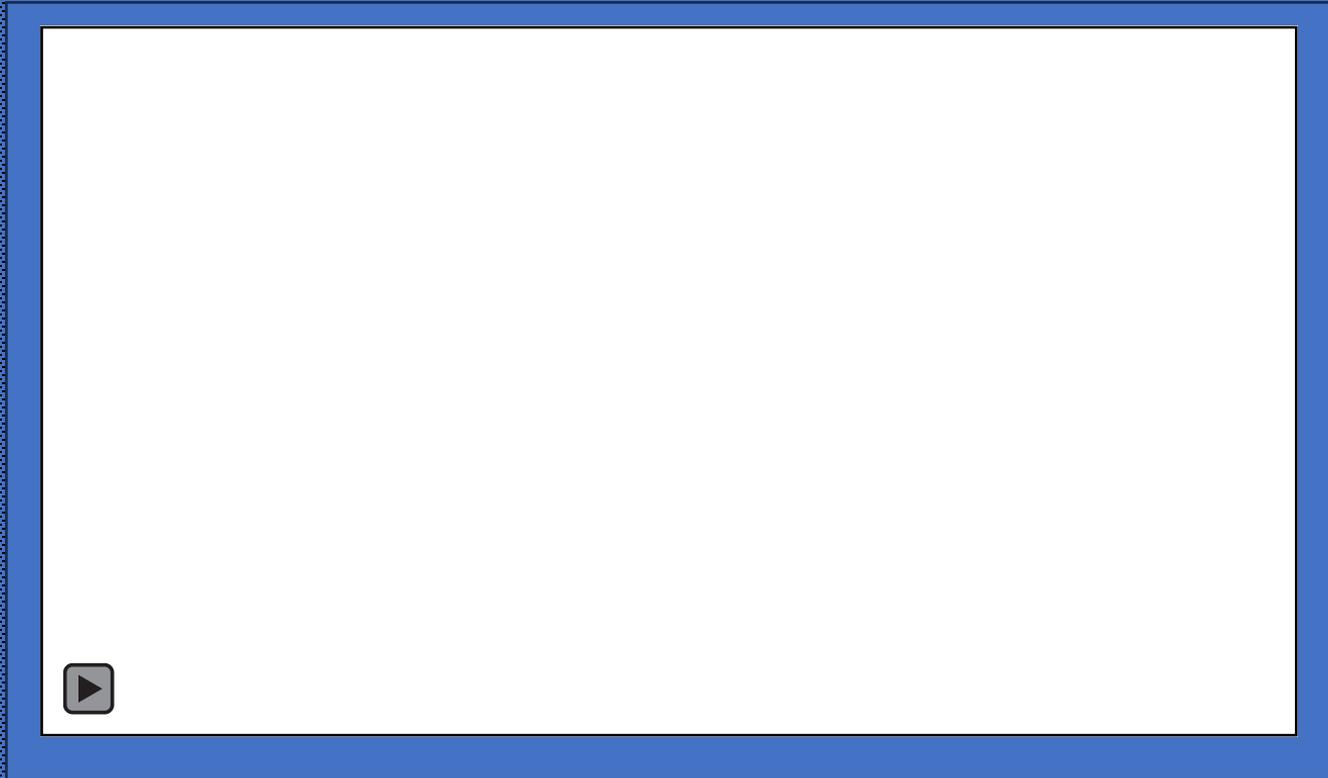
In your experience, what are potential barriers that impact planning for life after high school for students with disabilities?

Consider Potential Barriers to Transition



- Mobility/Transportation challenges
- Limited access to community resources
- Insufficient preparation within K-12 settings
- Focus on earning a diploma versus planning for life beyond HS
- Recognizing families as valuable partners
- Community partnership waitlists and capacity

A Family's Perspective



McCallum family video: [Shared Link](#)

Links to Resources in Previous Video

| Title and Agency | Link |
|---|---|
| Securing a Future for Your Child With a Disability (Arc of Northern Virginia) | https://thearcofnova.org/wp-content/uploads/2023/11/Securing-a-Future-October-2019.pdf |
| Transition Resource Guide (Fairfax County Public Schools) | https://www.fcps.edu/sites/default/files/media/forms/TransitionResourceGuide.pdf |
| Guide to Transition for Families of Youth with Disabilities in Virginia (PEATC) | https://peatc.org/transition-guide/ |
| Life Skills Checklist (PEATC) | https://peatc.org/wp-content/uploads/2021/07/Independent-Living-Life-Skills-Checklist-Booklet-ENGLISH-Interactive.pdf |



Understanding IEP Transition Planning



What It Is

- A plan created with student input, focused on the student's future
- Goals for a full IEP year
- Focused on planning for life after high school (not just college or employment)

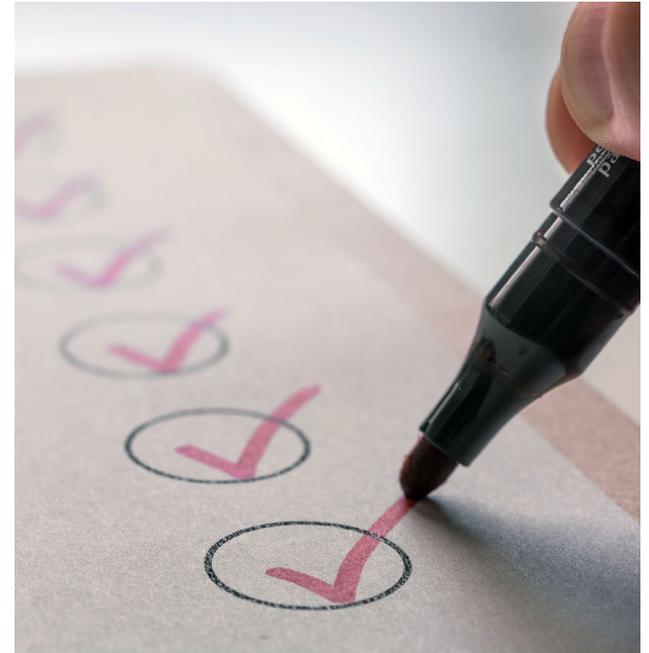
What It Is Not

- Adults deciding what a student should do without the student's input
- Just boxes to fill in or to check.
- Generalized to any student.

Secondary Transition Planning through an IEP

- Involves the student in planning for post-secondary life before they enter secondary school.
- Must be completed starting when the youth is 14 (though it can start at a younger age if appropriate).
- Must also include a statement of interagency responsibilities and linkages when the youth turns 16 (but can be included earlier).

<https://www.doe.virginia.gov/home/showpublisheddocument/890/63828985963060000>



Components of an IEP Transition Plan



Transition Assessment Information

Examples-

Career Scope
Situational Assessment
Interest Inventory
Career Portfolio



Information about student interests, strengths, and career goals



Measurable, age-appropriate post-secondary goals

Education
Training
Employment
Independent Living



Transition Services

Examples-

Instruction
Career Assessments
Job Coach
Special Education
Career Center
Community Work Experience



Agency Linkages

Examples-

Department of Aging and Rehabilitative Services (DARS)
Community Services Board (CSB)
Virginia Department of Blind and Vision Impaired (DBVI)

<https://www.fcps.edu/academics/academic-overview/special-education-instruction/career-and-transition-services/transition>

Don't Forget Independent Living!



Self-care



Health management



Transportation



Personal and financial management



Self-determination skills

Example of IEP Transition Plan



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Fairfax County Public Schools

DRAFT UNTIL IEP
IS SIGNED

Transition Goals

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name ID# Date of meeting

Anticipated Graduation Year Anticipated Diploma(s)

Does the IEP team need to consider the Credit Accommodations to graduate with Standard Diploma? (If yes complete the Credit Accommodations Eligibility Form) Yes No

Credit Accommodations Participation:

The student will participate in the following Credit Accommodations for a Standard diploma:

- Substitute Assessment Locally Awarded Verified Credit (LAVC)
 VMAST (EOC English: Reading Only) Division of Minimum Coursework Other

Student Participation in Transition Planning

_____ I have participated in drafting my Transition Plan. All parts include my interests and preferences.

Student's Initials

The student has not been available to provide input into the Transition Plan; therefore, this IEP will be addended in days to include the student's interests, preferences, and goals.

Principal Designee Confirmation

Example of IEP Transition Plan

| | |
|---|---|
| <p>Transition Assessment Information related to training, education, employment, and, where appropriate, independent living. Check off assessment information reviewed for this IEP on the left and summarize results on the right.</p> | |
| <ul style="list-style-type: none"><input type="checkbox"/> Comprehensive Assessment Center Report<input type="checkbox"/> Career Scope<input type="checkbox"/> Most recent reevaluation information<input type="checkbox"/> Standardized Assessment <input type="checkbox"/><input type="checkbox"/> Grades<input type="checkbox"/> Classroom assessments<input type="checkbox"/> Interest inventory<input type="checkbox"/> Class based Career Assessments<input type="checkbox"/> Job coach reports<input type="checkbox"/> Work experience<input type="checkbox"/> Situational assessment<input type="checkbox"/> Career Portfolio (Naviance Documents)<input type="checkbox"/> Academic and Career Plan<input type="checkbox"/> Interview<input type="checkbox"/> Observation<input type="checkbox"/> Other <input type="checkbox"/> | <p>Interests:</p> <input type="checkbox"/> |
| | <p>Strengths/Capabilities:</p> <input type="checkbox"/> |
| | <p>Career Goal:</p> <input type="checkbox"/> |

Example of IEP Transition Plan



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Fairfax County Public Schools
Individualized Education Program
Transition Goals (continued)

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Student Name ID# Date of meeting

Measurable Postsecondary Goals consider assessment information and develop corresponding postsecondary goals for education, training, employment and, where appropriate, independent living.

Postsecondary Education: After high school, I will

Postsecondary Training: After high school, I will

Postsecondary Employment: After high school, I will

Postsecondary Independent Living: After high school, I will

Example of IEP Transition Plan

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

Self Advocacy (SA): I will

Independent Living (IL): I will

| | How will progress toward these goals be measured? (check all that apply) | Indicate below which area will be assessed | | |
|--|---|--|--------------------------|--------------------------|
| | | C | SA | IL |
| | Anecdotal Records | | | |
| | Checklist | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Criterion Referenced Test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Data Sheets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Norm Referenced Test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Rubric | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Running Records | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Tests and Quizzes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Work Samples | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.

Example of IEP Transition Plan



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Fairfax County Public Schools
Individualized Education Program

DRAFT UNTIL IEP
IS SIGNED

Transition Services

Complete with student no later than Grade 8 or Age 14, whichever comes first

Student Name ID # Date of IEP Meeting

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

“Explore”

“Select”

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Career or College Guidance |
| <input type="checkbox"/> | <input type="checkbox"/> | Academy Support Services |
| <input type="checkbox"/> | <input type="checkbox"/> | Career Assessment (time-limited) |
| <input type="checkbox"/> | <input type="checkbox"/> | Work Awareness & Transition (WAT) |
| <input type="checkbox"/> | <input type="checkbox"/> | Job Coach Services (time-limited) |
| <input type="checkbox"/> | <input type="checkbox"/> | Employment and Transition Services (ETR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Education for Employment for the Office (formerly OTP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Special Education Career Center |
| <input type="checkbox"/> | <input type="checkbox"/> | Community Work Experience |
| <input type="checkbox"/> | <input type="checkbox"/> | Career or College Related Course(s)/Experiences: <input type="text"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Other: <input type="text"/> |

Example of IEP Transition Plan

Yes No Post-Secondary Services were discussed. If yes, document discussion on the Present Level Performance page 309.

Once a signed Permission for Release of Information is obtained, a referral will be submitted for:

- Virginia Department of Aging and Rehabilitative Services (DARS)
- Postsecondary Education Rehabilitation Training (PERT)
- Fairfax-Falls Church Community Services Board: Intellectual Disabilities Services (CSB-DD)
- Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)
- Virginia Department for the Blind and Vision Impaired (DBVI)
- Other: _____

Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student's 17th birthday)

The parent and student received the *Age of Majority* brochure and student's rights pertaining to special education upon reaching the age of 18 have been explained.

- Student received brochure Parent received brochure

Termination of Services upon Graduation

This student is scheduled to graduate with a standard or advanced studies diploma in _____. At this time, this student will have met all Fairfax County Public Schools and Commonwealth of Virginia requirements for a standard or advanced studies diploma. The awarding of such diploma will terminate all special education and related services for this student in Fairfax County Public Schools.

This statement does not apply to students who receive an applied studies diploma.

Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.

Movement Break

What advice or tips would you give to someone supporting transition planning for a SWD?

Tips and Strategies for Transition Planning



- Be Future-Oriented.



- Start Early and Review Annually.



- Revise, Revise, Revise.



Case Study to Discuss Together

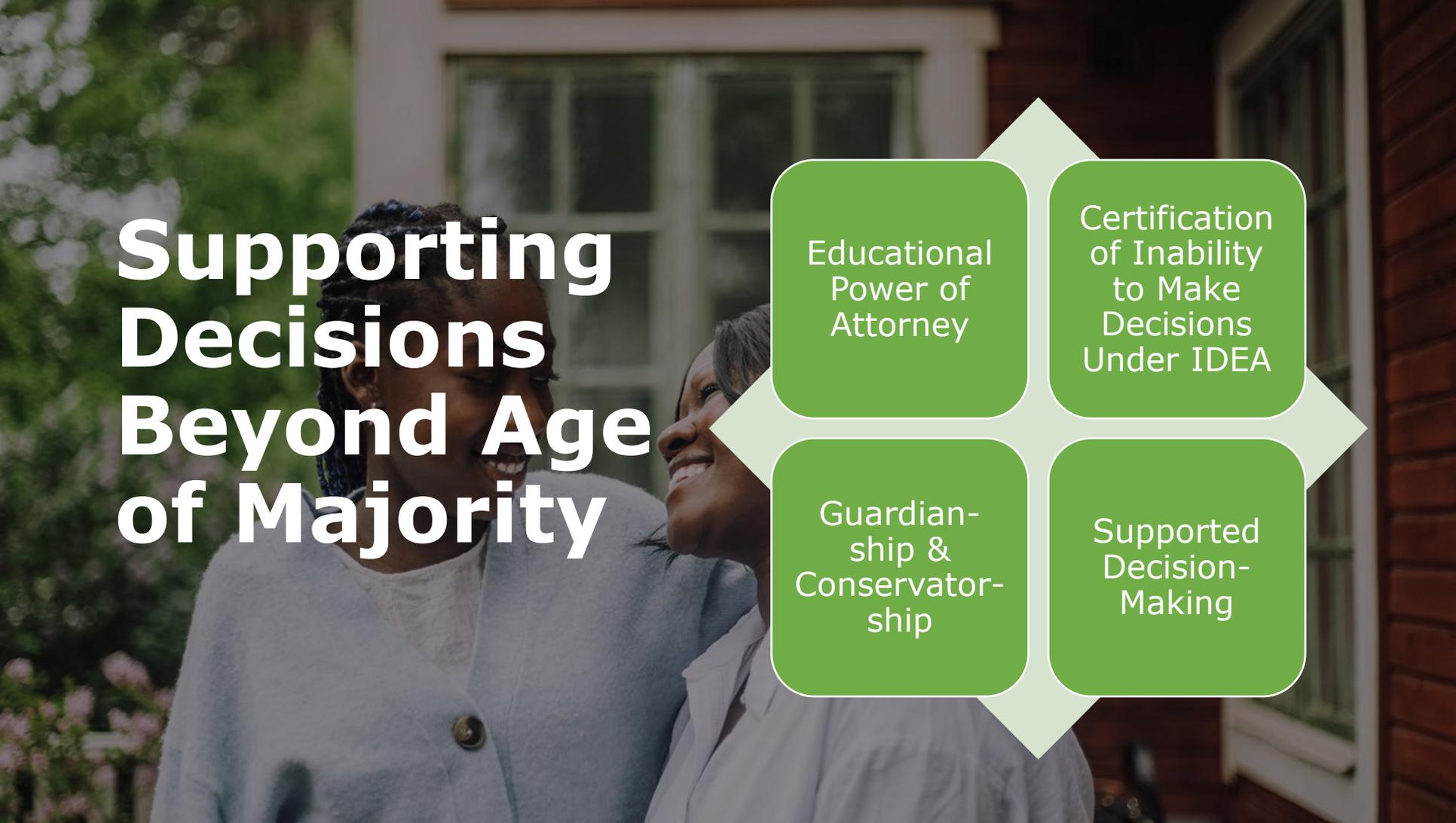
Suzanna is an 18-year-old high school student with autism and an emotional disability. She struggles with emotional regulation and decision-making, which has led to significant challenges in her personal life and educational journey. Despite having an Individualized Education Program (IEP) and receiving support at her high school, Suzanna has chosen to distance herself from her parents and refuse their assistance. This decision has resulted in her current state of homelessness, although she maintains it is by her own choice. She also has pending legal charges for a community theft, but the details are unclear.

While Suzanna has managed to secure employment at a local McDonald's, her situation remains precarious. She has declined support from community agencies, further isolating herself from potential resources and aid. Suzanna's smoking habit adds another layer of concern to her overall well-being. As she approaches the transition from high school to adult life, her refusal of support systems, combined with her disabilities and current living situation, presents a complex set of challenges for educators, social workers, and other professionals involved in her transition planning process.



Age of Majority in Virginia

- Part of transition planning is notifying students of the transfer of educational rights when they turn 18.
- Once students are 18, parents/guardians no longer make IEP decisions for a youth.

A photograph of two women smiling and looking towards the right. They are outdoors, with a brick building and greenery in the background. The image is slightly blurred to make the text overlay stand out.

Supporting Decisions Beyond Age of Majority

Educational
Power of
Attorney

Certification
of Inability
to Make
Decisions
Under IDEA

Guardian-
ship &
Conservator-
ship

Supported
Decision-
Making

Guardianship & Conservatorship

- A **guardianship** is a court-ordered supervision over an individual who is unable to make his or her personal decisions. A guardian is responsible for making medical and housing decisions for the incapacitated individual.
- A **conservatorship** is a court-ordered supervision over an individual who is unable to make financial decisions. A conservator is responsible for managing financial accounts, paying bills, and filing tax returns, as well as handling legal matters on behalf of the incapacitated adult.

https://law.wm.edu/academics/programs/jd/ele/ctives/clinics/clinics_list/elder/

Supported Decision-Making



- Supported Decision-Making may sound like a new idea. But most families, people with disabilities, and advocates are already using supported decision-making, even if they don't call it that. In fact, most people without disabilities are also already using supported decision-making!
- Supported decision-making means helping a person understand, make, and communicate their own decisions. This will look different for everyone.
- PEATC/ACLU- This tool can help people brainstorm ways that they are already using supported decision-making and think about new ways supported decision-making could help the person with a disability learn to make their own safe, informed choices.

<https://peatc.org/wp-content/uploads/2022/02/Supported-Decision-Making-Brainstorming-A-PEATC-ACLU-Resource-Document.pdf>

How Does The Person With A Disability Decide What To Do During The Day?

- ✓ If the person with a disability does whatever they feel like and no one ever discusses their work, activities, or social life with them, that's independent decision-making and not supported decision-making.
- ✓ If someone else decides what the person with a disability should do and who they should see and forces them to do it regardless of what they want, that's not supported decision-making.
- ✓ Anything else - helping the person find a job based on their interests, responding to their preferences about what to do every day, teaching them to take transit to get where they want, talking about safety, consent, and choice in relationships, helping them think about different options and decide which is the best fit - is supported decision-making.



How do we currently work together to help the person with a disability make choices about what they do during the day?



What are some additional supports that we might want to start using? (Examples include help finding and applying for jobs, helping learn to take public transportation, setting up "trial runs" or internships in workplaces, choosing where to go for dinner, etc.)

Specific Educational Power of Attorney

The adult student may be assisted by the parents or guardians to appoint or designate in writing another competent adult of his/her choice who will have power of attorney concerning educational decisions.

This information must be executed and signed by the adult student and a notary public.

This person will be the student's agent and will receive notices and participate in meetings and all other procedures related to the student's educational program.

The adult student can revoke power of attorney for educational matters at any time if he/she has not been determined to be incompetent or an incapacitated person.

<https://www.fcps.edu/sites/default/files/media/forms/EducationalRepresentationAdultStudents.pdf>

Certification of Inability to Provide Informed Consent Under IDEA- FCPS Version

Parents or other competent adult may pursue certification if the student is deemed to be incapable of providing informed consent for educational matters.

Certification must be sought from two of the following professionals entitled to make a determination of competency; MD, licensed clinical psychologist, GAL, certified NP, PA (when countersigned), LCSW, or CASA.

Once certification has been obtained, the parent or other competent adult is then recognized as the student's "educational representative."

The individuals who provide the certification for the adult student may not be employees of FCPS or be related by blood or marriage to the adult student.

<https://www.fcps.edu/sites/default/files/media/forms/EducationalRepresentationAdultStudents.pdf>



Certification of the Inability of a Student to Provide Informed Consent for Educational Decisions Made Under the Individuals with Disabilities Education Act (IDEA)

Student Name _____ DOB _____ ID Number _____ Date _____

Please provide the following information:

1. Name of the evaluator personally evaluating the student: _____
2. Professional degree or license that entitles the evaluator to make this determination: (See Transfer of Rights to Students Who Reach the Age of Majority (8VAC20-81-180), for additional information and requirement of specific professionals)

Choose One:

- Medical Doctor Physician's Assistant Certified Nurse Practitioner
 Licensed Clinical Psychologist Licensed Clinical Social Worker
 Guardian Ad Litem for the Adult Student Court Appointed Special Advocate

3. Has the informed consent evaluator, in the course of his/her professional duties, personally evaluated the person whose capacity is in question (the student)? Yes No
4. The student suffers from the following debilitating illness and/or condition(s):

5. Due to the above-stated debilitating illness and/or condition(s) and related limitations of the student, it is my professional opinion that the student IS CAPABLE IS NOT CAPABLE of providing informed consent for educational decisions made under the IDEA; and
6. Due to the nature of the student's debilitating illness and/or condition(s) as stated in this document, it is my opinion that the ability of this student to provide informed consent for educational decisions should be reviewed on _____ (date) and thereafter every _____ years. (Fill in the blank with a number not exceeding three years. Re-evaluation should occur annually unless the condition that makes the student incapable of providing informed consent is degenerative, irreversible, or perpetual given the present state of medical science, as known by the evaluator)



Certification of the Inability of a Student to Provide Informed Consent for Educational Decisions Made Under the Individuals with Disabilities Education Act (IDEA)

Student Name _____ DOB _____ ID Number _____ Date _____

I am familiar with the special education procedures pertaining to informed consent for educational decisions made under the IDEA. I understand those procedures and have completed this evaluation form based on the guidelines set forth in the procedures.

Signature of Evaluator _____ Title of Evaluator _____ Date _____

Address of Evaluator _____ Street _____ City _____ State _____ Zip Code _____

Signature of Witness _____ Name of Witness _____

Address of Witness _____ Street _____ City _____ State _____ Zip Code _____

Reference Documents:

Transfer of Rights for Students with Disabilities Upon Reaching the Age of Majority in Virginia (November 2015)
http://www.doe.virginia.gov/special_ed/regulations/state/transfer_rights_students_disabilities.pdf

FCPS Educational Representation for Adult Students
www.fcps.edu/academics/special-education/forms

8VAC20-91-180 Transfer of rights to students who reach the age of majority
<http://law.lis.virginia.gov/admincode/title8/agency20/chapter81/section180/>



Special Education Age Out in Virginia

- In Virginia, students are no longer eligible to receive special education services in their public schools when they
 - Graduate with a standard or advanced diploma, OR
 - They “age out” of services at 22 (though students who turn 22 after September 30th can continue through the school year).

Three Types of DD Waivers in Virginia

<https://dbhds.virginia.gov/assets/MyLifeMyCommunity/Publications-and-Partner-Documents/Navigating%20the%20DD%20Waivers.pdf>

Building Independence Waiver:

- This waiver is for adults 18 years and older who are able to live mostly independently. They do not need supports all of the time.
- People with this waiver usually own, lease, or control their own living arrangements and supports are complemented by non-waiver-funded rent subsidies.

Family and Individual Supports Waiver:

- This waiver is available to both children and adults.
- People with this waiver may live with their family, friends, or in their own homes.
- Some people may need functional, behavioral or medical supports.

Community Living Waiver:

- This waiver is available to both children and adults.
- People with this waiver usually require supports in their homes all the time.
- Some people may need to live in a home that has staff to support them with functional skills and/or complex medical and/or behavioral needs.

CCC Plus Waiver

The CCC Plus Medicaid Waiver is for:

- adults 65+ with a medical or nursing need and
- individuals less than 65 years with a disability and a medical or nursing need.

Applying for the CCC Plus Waiver

- To request CCC Plus Waiver services contact your local Dept. of [Social Services](#) or your local [Dept. of Health](#).
- You may be asked why you/the individual needs the CCC Plus Waiver.
- Be prepared to identify the CCC Plus Waiver [services](#) that are needed.
- You may not be denied a screening. If you are denied ask for a letter of denial.

<https://www.thearcofva.org/cc-plus-waiver>

Common Agency Linkages

Community Services Board-

- <https://www.fairfaxcounty.gov/community-services-board/> (typically linked to county site)

Department of Aging and Rehabilitative Services-

- <https://www.dars.virginia.gov/>

Virginia Department for the Blind and Vision Impaired

- <https://www.dbvi.virginia.gov/>



VA Organizations and Types of Supports

| Agency | Brief Description | Website |
|---|--|---|
| ARC | Advocacy and resources for individuals with IDD across lifespan. | https://www.thearcofva.org/ |
| Department of Behavioral Health and Developmental Services | Provides resources about accessing services and supports for individuals with intellectual and developmental disabilities. | https://dbhds.virginia.gov/developmental-services/developmental-disability-service-system/ |
| I'm Determined | State-directed project funded by VDOE, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. | https://www.imdetermined.org/ |
| Parent Education Advocacy Training Center (PEATC) | Empower individuals with disabilities through education, training, and advocacy for systemic improvement. | https://peatc.org/ |
| Virginia Commonwealth University's Center on Transition Innovations | Provides transition resources, professional development, and information for educators, students, families, and community partners | https://centerontransition.org/ |

Advice When Working with Agencies

Special education is an entitlement program meaning if your child meets the IDEA eligibility criteria, they must receive the needed services. Adult services, however, are for the most part, eligibility-based. That may sound the same, but it isn't.

Most adult programs and services have their own established eligibility criteria and may have limited funding. Not all youth with disabilities will qualify for adult services even if they had an IEP. There is no single point of service coordination in adult services. And there are often waiting lists for adult services like vocational rehabilitation, Medicaid waivers, etc.

Movement Break

What are some ways you advocate for student needs in your role?

How can you advocate in your role?

| Ensure participation | Focus on strengths | Collaborate | Question | Challenge |
|--|---|--|---|--|
| <p>Help youth develop skills for self-advocacy and self-determination - Consider how can youth participate in the transition planning process.</p> | <p>Help students talk about their strengths at school, home, and in the community. Encourage them to share their hobbies and interests and future plans. Everyone wants to have their strengths and interests recognized!</p> | <p>Get the right people around the table and involve the youth and family.</p> | <p>Ask questions and be careful about making assumptions, especially around who will be supporting each part of the plan.</p> | <p>Don't be afraid to have challenging conversations. Focusing on strengths does not mean ignoring potential barriers to independence.</p> |



Celebrate Successes, Big and Small!

All student photos are from the FCPS public website.

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