

Making decisions concerning your educational program and advocating for yourself are important responsibilities!

 Are You Ready?

If additional information concerning age of majority is required, please contact the monitoring and compliance section of Fairfax County Public Schools (FCPS) by telephone at (703) 246-6550 or by fax at (703) 246-6567.

No student, employee, or applicant for employment in Fairfax County Public Schools shall, on the basis of race, color, sex, religion, national origin, marital status, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity.

Compliance is coordinated by:

- the director, Office of Design and Construction Services (703-246-3632), when it concerns access to facilities.
- the director, Office of Equity and Compliance (703-750-8480 or TTY 703-914-8115), when it concerns personnel matters.
- the coordinator, Office of Monitoring and Compliance (703-246-6550), when it concerns programs and activities for students with disabilities.

Correspondence may be addressed to the above offices in care of 10700 Page Avenue, Fairfax, VA 22030.



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Fairfax County Public Schools

SPECIAL
EDUCATION

THE  AGE OF
MAJORITY

Department of Student Services
and Special Education
Monitoring and Compliance
703-246-6550



SPECIAL EDUCATION and the AGE OF MAJORITY

What is “Age of Majority”?

In the Commonwealth of Virginia a student reaches the **age of majority** on his or her **eighteenth (18) birthday** and is then:

- considered to be an adult in the eyes of the law
- is legally able to vote, and
- may enter into binding contracts.

Under most circumstances, when a person reaches the **age of majority**, the rights related to special education provided by the school system which were held by parents or guardian transfer to the student.

Age Of Majority FAQs

(Frequently Asked Questions)

If I am a student receiving special education services in Fairfax County Public Schools (FCPS), why is the “transfer of rights” important?

Making decisions concerning your educational program and advocating for yourself are important responsibilities! Until you become comfortable making these kinds of decisions, you can and should continue to confer with and rely on your parents or guardian. Your teachers and school administrators are available to provide additional advice and support when you need or request it.

What changes occur when I reach the age of majority?

There are certain requirements FCPS must meet when a student receiving special education services reaches the age of majority. These include:

- all required notices must be provided to **both** the student and the parent;
- all other rights accorded to the parent under the law transfer to the student. FCPS shall notify the child and the parent of the transfer of rights;
- the student has the right to participate in making decisions about his or her individualized education program (IEP);
- the student has the right to sign his or her IEP; and
- the student takes on the primary role of self-advocacy and assumes responsibility for making good educational choices with continued assistance from parents, guardians and teachers.

Why do I still need an IEP when I reach the age of majority?

It’s the law! The Individuals with Disabilities Education Act (IDEA ‘97) requires that students who receive special education services in the public school setting have an Individualized Education Program (IEP). This document is written specifically to address your educational needs.

Why is an IEP important to me?

The IEP describes your present level of educational performance, includes individualized goals and objectives, indicates your progress toward goals and objectives, provides information about your participation in state and FCPS assessments, and other important information about your educational program.

The IEP is the document designed to ensure communication among your parents, teachers, other school professionals, and you, the student.

When I am making decisions about my IEP or participating in my IEP Team meeting, what things about myself should be considered?

- strengths
- interests
- areas needing improvement
- goals and objectives to address the areas needing improvement
- learning styles and preferences (the ways in which you learn best and remember most)
- participation in general education, extra-curricular and non-academic activities
- accommodations for taking tests or completing assignments
- academic and career goals
- plans after high school graduation

What is my role during the IEP team meeting?

Although every IEP will be different because every student is an individual, it will be helpful if you:

- make sure all of the IEP team members understand your personal goals and objectives;
- discuss your plans for future learning experiences;
- identify specific strategies you find helpful while you attempt to achieve your goals;
- express your career interests openly and discuss how you might achieve them; and
- take your strengths and weaknesses into account.

As a member of your IEP Team, you play an important role in making well-informed decisions concerning your educational program. Your participation in developing the goals and objectives you will attempt to achieve is essential! Keep in mind that your parents or guardian, teachers and administrators will continue to assist you. Be sure to ask for their help and advice and consider it when making important decisions!