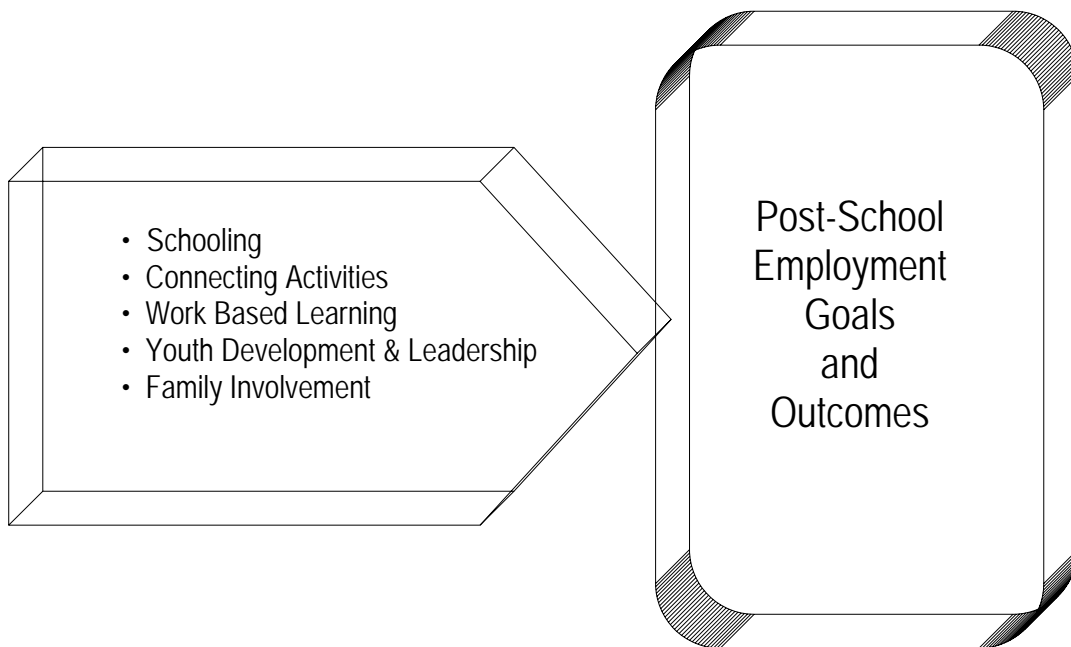


MARYLAND STATE DEPARTMENT OF EDUCATION
INTRA-AGENCY
COOPERATIVE TRANSITION PLANNING AGREEMENT FOR
SECONDARY STUDENTS WITH DISABILITIES



Between Divisions of
REHABILITATION SERVICES
SPECIAL EDUCATION/EARLY INTERVENTION SERVICES
CAREER TECHNOLOGY AND ADULT LEARNING
STUDENT AND SCHOOL SERVICES

November, 2005

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Principles. This intra-agency cooperative agreement, consistent with public policy, shall promote and enhance the following *principles*:

- ◆ A disability in no way diminishes the right of individuals to live independently; enjoy self-determination; make choices; contribute to society; pursue meaningful careers; and enjoy full inclusion and integration in the economic, political, social, cultural and educational mainstream of American society.
- ◆ Increased employment of individuals with disabilities can be achieved through the provision of individualized training, independent living services, education and support services, and meaningful opportunities for employment in integrated school and workplace settings through the provision of reasonable accommodations.
- ◆ Each Division intends to provide of needed transition services and supports in timely, effective, and appropriate ways without a break in service through team work, coordinated planning and shared responsibility.

Introduction. The Maryland State Department of Education, Divisions of Rehabilitation Services, Special Education/Early Intervention Services, Career Technology and Adult Learning, and Student and School Services have had an intra-agency agreement since 1979 to clarify their policies and procedures regarding services and responsibilities to students with disabilities.

Revisions of the previous agreement are required by the amendments and new regulations to the Individuals with Disabilities Education Act (IDEA) and final rule Workforce Investment Act of 1998, Title IV, Reauthorization of the Rehabilitation Act of 1973. The new agreement incorporates many of the recommendations of the DORS Transition Task Force Report (2004); and, references the Career Development Framework 2005 (aligned with the Voluntary State Curriculum), and the Maryland National Longitudinal Transition Study. The Department continues to recognize the need for more cost-effective and efficient use of resources to provide coordinated and continuous planning and services to all students with disabilities. This coordinated process serves as guidance to the twenty-four local school systems in the revision and update of local agreements.

Purpose. The *purpose* of this Cooperative Agreement is to *facilitate* the smooth transition of eligible students with disabilities from school to post-secondary education and training and employment. The foundation for developing a Maryland transition delivery system is set forth in this intra-agency agreement and is based upon a mutual commitment to placement of youth with disabilities in the least restrictive environment, the provision of coordinated transition services, and the ultimate goal of gainful employment.

Additionally, this cooperative agreement will at the state and local level:

- Define the responsibilities of the parties;
- Identify policies, practices and procedures which shall be coordinated to ensure an effective delivery of transition services; including the efficient and effective utilization of resources; maximized collaboration that ensures benefits and services to secondary youth with disabilities; and that delineates a basis for continuous and effective working relationships.

By this joint agreement, the Maryland State Department of Education, Division of Rehabilitation Services, Division of Special Education/Early Intervention Services, Division of Career Technology and Adult Learning, and the Division of Student and School Services will continue to develop and facilitate programs designed to provide an array of transition services for youth with disabilities.

To achieve the stated purpose, the collaborating partners will work together to accomplish the following goals for students determined eligible for vocational rehabilitation services:

- Students with disabilities electing the option of employment upon school exit will be prepared for employment by the school and will be employed in a job appropriate to their preferences, interests, needs, knowledge, skills and abilities through cooperative services from vocational rehabilitation, human service agencies, one-stop centers, private industry councils and employers.
- Students with disabilities so choosing and based on their knowledge, skills, abilities, interests, needs and preferences, will have taken the high school course prerequisites, will be enrolled in post-secondary education or training upon exiting school and will successfully complete the program through cooperative planning.
- Student referrals to DORS will increase overall each fiscal reporting year.

Legal Authority/Basis. The coordination of programs serving individuals with disabilities and the development of cooperative agreements among these programs has the following basis in federal and state law to include:

Federal

- The Rehabilitation Act of 1973 as amended (P.L. 102-569) Workforce Investment Act and Rehabilitation Act Amendments, 1998 (P.L. 105-220)
- Carl D. Perkins Vocational and Technical Education Act Amendments of 1998 (P.L. 105-332)
- Americans With Disabilities Act of 1990 (P.L. 101-336)
- Technology-Related Assistance for Individuals With Disabilities Act Amendments as amended of 1994 (P.L. 103-218) as amended 2004
- Goals 2000: Educate America Act (P.L. 103-227)
- Individuals with Disabilities Education Act Amendments of 2004 (P.L.108-446)

State

- Education Article §21-201 through §21-203 (Career Technology Education)
- Education Articles §§21-301 – 21-306 & 21-402 – 21-404 (Rehabilitation Services)
- Education Article §8-401 through §8-415 (Special Education/Early Intervention Services)
- House Bill 988 – Education -- Transitioning Students with Disabilities

Populations Served. For purposes of this agreement, intra-agency cooperation and collaboration for transition planning and services will be focused on students with disabilities who:

- Receive special education services defined in an Individualized Education Plan (IEP), or
- Have a disability pursuant to Section 504 of the Rehabilitation Act of 1973, as amended, and who may be receiving services and/or accommodations as required by Section 504, or
- Have serious health conditions, e.g. sickle cell anemia, respiratory dysfunctions, etc.

Order of Selection. Vocational Rehabilitation Services shall be provided based upon the availability of funds. Because sufficient funds are not available to provide vocational rehabilitation services to all eligible individuals, the Division has instituted an Order of Selection which has been in effect since February 1991. Any student determined eligible for DORS services who can be served under the Order of Selection shall have their Individualized Plan for Employment (IPE) coordinated with their Individualized Education Plan (IEP), if applicable; and completed before the student's exit from school. The existence of an Order of Selection does not preclude the referral of students for vocational rehabilitation services, the determination of eligibility or plan development.

I. GENERAL COORDINATION

Federal and state statutes and regulations require the Maryland State Department of Education (MSDE) to be primarily responsible for providing educational, career preparation, and transition services to students with disabilities. In addition, the State of Maryland has established and maintains standards which are consistent with state approved or recognized certification, licensing, registration, or other comparable requirements which apply to personnel who provide special education, related services or vocational rehabilitation services.

The following Divisions within MSDE have shared *lead* responsibilities in the activities under this agreement:

The *Division of Rehabilitation Services (DORS)* has responsibility for the provision of vocational rehabilitation services that support the Individualized Plan for Employment for eligible students with disabilities. This responsibility allows school-age students with disabilities to be referred to DORS while enrolled in secondary school so that there is no break in services. For most students, employment will be the goal of rehabilitation services. If employment is not the choice of the student and family, the Independent Living Program and referrals to other appropriate agencies will be discussed and carried out. The provision of services may include, but is not limited to assessment and evaluation; career counseling and guidance; job search, placement assistance and follow-up services; medical rehabilitation services; vocational and other training services; rehabilitation technology services; and other support services.

The *Division of Special Education/Early Intervention Services (DSE/EIS)* has responsibility for the provision of a free and appropriate public education for students with disabilities under the Individuals with Disabilities Education Act, 2004 (IDEA 2004) including Transition Services. Transition services is a coordinated set of activities for a child with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities including post secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; is based on the individual child's needs, taking into account the child's strengths, preferences, and interests. Transition Services include 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 vocational evaluation. Further, the intent is to enable a child with a disability to gain access to the adult services that are necessary to achieve the post secondary goals prior to exiting school.

The *Division of Career Technology and Adult Learning (CTAL)* provides leadership for Career and Technology Education (CTE). CTE programs are organized around Maryland's ten Career Clusters and implemented through the state supported CTE pathways. The Division also provides leadership to high school reform efforts through *High Schools That Work*, Making Middle Grades Matter, and organizing high schools into smaller learning communities around Career Clusters. Continuous improvement of CTE programs ensures alignment with Maryland's economic and workforce development priorities and prepares students for careers and further education.

The *Division of Student and School Services (DOSSS)* has responsibility for administering and supervising federal and State programs to improve the teaching and learning of students who are at risk of academic failure and to help facilitate the emotional, mental and physical health needs of all students. The Division is also responsible for ensuring safe and healthy learning environments for all students.

II. STATE LEVEL

A. **COORDINATION AND RESPONSIBILITIES**. Within each Division, various branches, sections and programs have primary responsibility for developing, planning, coordinating and implementing transition services. All of the designated state level staff assigned to these responsibilities will jointly:

1. Meet at least quarterly, and more often as necessary to review, address, and facilitate resolutions of concerns relating to transition services.
2. Develop activities that coordinate new and existing joint training to mutually understand each other's systems, including entitlements, eligibility criteria and order of selection, rights, and responsibilities, advocacy, etc. through state and regional conferences, and local forums.
3. Fiscally support a Statewide Annual Transition Conference, bringing together all stakeholders in the transition process, including parents, students, community providers, local school system and vocational rehabilitation staff, and others responsible for and interested in transition of youth with disabilities to post school activities.
4. Foster communication among transition and adult service agencies and organizations in order to create better understanding of the needs and options associated with transition, including Department of Health and Mental Hygiene's Developmental Disabilities Administration and Mental Hygiene Administration.
5. Provide technical assistance to the local level including the development and implementation of local educational cooperative agreements of understanding and initiatives that support and facilitate the transition from school to post school activities.
6. Annually convene a joint meeting for local directors of career and technology education, vocational rehabilitation, appropriate adult education administrators, local special education directors, and others of mutual interest to dialogue/share and take action to provide appropriate services for students with disabilities.

B. **SPECIFIC ROLES AND RESPONSIBILITIES**

Division of Special Education/Early Intervention Services

1. Monitor Local School Systems and State Operated Programs to assure that:
 - a) The IEP team process related to the student's IEP is conducted according to COMAR 13A.05.01;
 - b) Transition services are a component of the IEP;
 - c) Requirements concerning transition services are implemented regarding: notification, participation, content of the IEP, and agency responsibilities; and
 - d) Policies and procedures related to transition services within the Public Agency Standards Submission (PASS) are current and maintained.
2. Assure transition related procedures are disseminated to appropriate staff at the local level.
3. Support the use of compatible data collections systems.
4. Link with post secondary personnel to:
 - a) Ensure a smooth transition to disability support services for students with disabilities and,
 - b) Include competencies related to transition in teacher preparation programs.
5. Provide technical assistance and training to appropriate staff at the state and local level to facilitate coordination of academic, functional, vocational and community based curricula.
6. Work toward the establishment of partnerships designed to aid and empower students with disabilities and their families in receiving effective transition services.

7. Provide Local School Systems with a statewide Exit Document that shall be given to all children with disabilities upon completion of the educational program. The Exit Document shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.
8. Provide Interagency Transition Planning partners with data from the Maryland Longitudinal Transition Study.
9. Provide DORS with the number of students that local school systems anticipate will need services on an annual basis. The numbers come from the Anticipated Services Report submitted by local systems in October.

Division of Rehabilitation Services

1. Ensure provision of employment related and in-school rehabilitation services to eligible students with disabilities who can be served under the Order of Selection beginning the next to last year of school.
2. Develop and maintain purchase of service agreements for supported employment with the Developmental Disabilities Administration and the Mental Hygiene Administration.
3. Maintain memorandum of understanding and cooperative agreements for employment and tax credits with Maryland Department of Labor, Licensing and Regulation.
4. Provide leadership in the provision of technical assistance on evidence-based practices and exemplary models in transition services to school and related personnel, families, students and DORS personnel (including preparatory experiences, work-based experiences, connecting activities, and youth development and leadership activities [*including* Disability Mentoring Day and the Maryland Youth Leadership Forum] at state, local and school-based levels.
5. Maintain a statewide network of DORS transition specialists to coordinate transition services in all public high schools and establish liaisons with secondary non-public special education facilities, private and parochial schools.
6. Conduct evaluation activities that address program effectiveness, consumer satisfaction, and outcomes.
7. Conduct professional development activities to enhance the quality of educational and vocational rehabilitation services.
8. Support and participate in the implementation of the Career Development Framework for all youth, including youth with disabilities.

Division of Career Technology and Adult Learning

1. Disseminate information to local career technology education and adult education leaders/partners regarding transitioning issues for students with disabilities.
2. Promote the successful participation of all students, including students with disabilities in career and technology education programs.
3. Provide technical assistance to local school systems for the implementation of Career Clusters, adoption of the state supported CTE pathway programs, and the use of the Career Development framework.
4. Use student performance data on achievement gaps of career and technology education students with disabilities to improve services to these students.
5. Support efforts of *High Schools That Work* sites to fully integrate curriculum and ensure rigorous academic and technical standards are met by all students.
6. Provide opportunities for professional development to enhance CTE and Adult Education services for students with disabilities.

Division of Student and School Services

1. Provide technical assistance to local school systems for the implementation of the Career Development framework.
2. Disseminate information to local supervisors of school counseling and directors of student services regarding transitioning services available to students with disabilities.
3. Provide professional training to appropriate staff on related transitioning issues and topics.
4. Support and participate in all transitioning activities.

III. LOCAL LEVEL

- A. **COLLABORATION.** The twenty-four Local School Systems, with all necessary partners included, and the respective DORS regions will develop local memoranda of understanding or interagency cooperative agreements to facilitate and coordinate transition planning and services for eligible students with disabilities. The local agreements will include, but are not limited to: identifying policies, practices and procedures that can be coordinated; roles of each agency including acquisition and provision of assistive technology for school and post high school use; data outcomes; cross-training activities; available resources; financial responsibilities; procedures for disputes and all other components necessary to ensure meaningful cooperation collaboration, and success for students as they transition from school to post-school activities.
- B. **GENERAL RESPONSIBILITIES.** It is the school system's responsibility to offer and prepare students with disabilities the appropriate guidance, support services, social, employment and preparatory career skills needed to exit high school and move into the adult community. It is DORS' responsibility to provide career guidance and counseling, career assessments, and rehabilitation services related to career connected activities to eligible students with disabilities who can be served under the Order of Selection during their last two years of high school. DORS managers and counselors shall collaborate with appropriate school personnel, family members and students in support of preparation for post-secondary services and employment.

To achieve the stated purpose of the agreement, the cooperating agencies at the local level will identify interagency responsibilities and any needed linkages to accomplish the following:

1. Utilize the transition plan required in IDEA for students served by special education or the Section 504 plan for students with disabilities not served by special education or other school based planning documents to help develop an individualized plan for employment (IPE) for each eligible student that identifies outcomes, including:
 - a. An employer, such that the employment is based upon the student's preference, interest, skills, and knowledge; and/or
 - b. A post-secondary institution or vocational training school; and/or
 - c. A community based adult agency enabling the student to achieve a level of independent community living commensurate with his/her preferences, knowledge, skills and abilities.
2. Facilitate the access to or exchange of student information within the boundaries of the legal constraints of the law to *expedite* the provision of transition services. Joint sharing and use of evaluations and assessments will occur among the agencies to reduce the duplication of assessments for rehabilitation services eligibility and for the planning and developing of the Individualized Plan for Employment (IPE).
3. Prepare students with disabilities and their parents/guardians to use self-advocacy skills in planning

- their high school experience and transition goals through the individualized education plan or 504 Plan and an IPE.
4. Ensure that students with disabilities develop the proficiencies associated with the Career Development framework including successful transitions pre-K through adult.
 5. Expand employment opportunities for students with disabilities through the integration of students into work-based experiences; the provision of job counseling and placement services; and coordination with the business community.
 6. Conduct training that enhances collaboration and involvement with community based organizations, employers, employer groups, and other agencies.
 7. Support the use of the IEP team/504 committee.
 8. Increase the inclusion of students with disabilities in career preparation activities in the following ways:
 - a. Expand career completer options and accommodations available for students with disabilities.
 - b. Support the integration of the student's career plans and transition plans to facilitate the student's development through high school and into careers and further education.
 9. In cases where the student with a disability is not eligible for vocational rehabilitation services or cannot be served under the Order of Selection, the school system has the responsibility to plan other coordinated services.

C. LOCAL SCHOOL SYSTEM/LOCAL SCHOOL RESPONSIBILITIES

1. REFERRALS TO DORS. To enhance the coordination between education and vocational rehabilitation, students will be referred in accordance with the following guidelines, including those students with disabilities at risk of dropping out, having been suspended or expelled:

Who

- a. Students receiving special education services defined in an IEP, including those who attend approved non-public schools, e.g., state operated programs, private or parochial schools, or enrolled in alternative placements.
- b. Students with disabilities who are not in special education but have a disability pursuant to Section 504 of the Rehabilitation Act of 1973, and who may be receiving services and/or accommodations. This includes eligible students with disabilities enrolled in any public or non-public schools.
- c. Students not receiving special education services or accommodations as required by Section 504, but who have serious health conditions, e.g. sickle cell anemia, respiratory dysfunctions, etc.

How

- a. The local school or education agency through the transition support teacher, guidance counselor or other designated personnel has the lead responsibility in making referrals to DORS for students with disabilities. Other individuals including the student, student's family, guardian or advocate may also make a referral. In those cases, upon appropriate written consent from student/family, the DORS counselor will notify the local school contact of that referral.
- b. Referrals for rehabilitation services should include the appropriately signed release of information, pertinent and available school and work based assessments or reports, including vocational/occupational and psychological evaluations, medical or specialty screenings, and the most recent IEP or 504 plans, if applicable.

When

Secondary school personnel shall refer students to DORS in the fall semester of their next to last year in secondary school. DORS shall accept and process referrals in a timely manner to assure a smooth transition from the educational setting.

2. **TRANSITION PLANNING MEETINGS.** IDEA (34 CFR, Part 300, Subpart C, §300.344 and §300.347) requires the local school system to enlist the participation and services of other public agencies in the planning and delivery of transition services for students with disabilities and, if appropriate, to document the *interagency* responsibility or linkages or both for transition services within the IEP. Upon referral to DORS, the DORS counselor should be invited to the IEP team meetings. Any assessments or reports, including those reports not available at referral, which pertain to planning and completing the coordinated IEP/transition plan with the student, should be made available to the DORS counselor.

D. LOCAL DORS RESPONSIBILITIES

1. **OUTREACH.** DORS managers and counselors are responsible for developing cooperative working relationships with local education staff. DORS local offices will designate and ensure transition counselor liaisons to secondary schools and state operated programs. Liaison assignments may be established as appropriate with private schools who serve students with severe disabilities. The DORS manager and counselor will:
 - a. Establish linkages within each school with the following: chairperson of special education; school principal; transition coordinator/teacher guidance counselor for juniors and seniors; school health personnel; pupil personnel workers assigned to the school; and other school-based personnel determined appropriate by the DORS liaison counselor and manager.
 - b. Provide information sharing activities such as presentations to and cross-training with local school staff regarding DORS eligibility requirements; Order of Selection criteria, referral process, service provision and other related issues; participation in school-based transition activities, including conferences and meetings; participating in informal and formal presentations to Partner for Success Centers (parent information training centers), and local workforce investment boards as well as other parent groups and student advocacy groups.
 - c. Inform students and parents of the purpose of the vocational rehabilitation program, the application procedures, the eligibility requirements, and the potential scope of services that may be available. This will enable the student with a disability and parents to make an informed choice on whether to apply for vocational rehabilitation services while still in school.
 - d. Serve in an advisory capacity to facilitate development of appropriate referrals, e.g. for students at risk of withdrawing from school; and providing consultation to local education staff regarding particularly challenging or complex situations prior to and after referral.
 - e. Provide feedback and data to schools/referral source, as appropriate, on jointly served students.
 - f. Participate on Local Coordinating Councils, as assigned by DORS regional management, to help facilitate transition to and provision of appropriate adult services for students returning from out of state placements.
2. **DETERMINE ELIGIBILITY FOR DORS SERVICES.** As with any other person with a disability who is receiving services from DORS, VR services can only be provided to students who have been determined eligible under the VR program and the Order of Selection, and who have an approved

individualized plan for employment. The counselor will determine a student's eligibility for services based upon:

- a. The presence of a physical or mental impairment, and
- b. The physical or mental impairment constitutes or results in a substantial impediment to employment for the applicant, and
- c. The individual can benefit in terms of an employment outcome (in an integrated setting) from the provision of rehabilitation services, and
- d. The applicant requires vocational rehabilitation services to prepare for, enter into, engage in, or retain gainful employment consistent with the applicant's strengths, resources, priorities, concerns, abilities, capabilities, and informed choice.

The eligibility requirements are applied by the counselor without regard to sex, race, religion, color, age, national origin, residence, physical or mental disability or political affiliation.

The counselor will *presume* that a student can benefit in terms of an employment outcome from rehabilitation services unless it is demonstrated from clear and convincing evidence that the student is not capable of benefiting from vocational rehabilitation services in terms of an employment outcome. The DORS counselor will arrange a meeting with the student and the student's parents/guardian(s) to conduct an initial interview and begin to develop a guidance and counseling relationship, in accordance with DORS Policy RSMII Section 400.

The rehabilitation counselor will explain the goals of vocational rehabilitation services and the concept of informed choice and how they will support the student's transition and career plans as identified on the IEP and/or 504 Plan. Discussions will also include the role of related community services which might be of assistance to the student.

3. **PLAN DEVELOPMENT**. An Individualized Plan for Employment (IPE) shall be developed to achieve the employment or independent living goal of the eligible student, consistent with the unique strengths, resources, priorities, needs, concerns, abilities and capabilities of the student. To facilitate the development and implementation of the Plan, the DORS counselor will:
 - a. Participate in school based meetings. The counselor should attend and participate in meetings concerning the student's progress, whenever possible, with emphasis on the final IEP team meeting for students in special education.
 - b. Plan for the student's rehabilitation needs and ensure that applications and/or referrals are made to and coordinated with and including adult services, community organizations/agencies, employers, and further education.
 - c. Conduct career counseling individually or in groups to students, including vocational implications of disability.
 - d. Ensure that the Individualized Plan for Employment for eligible students who can be served under the Order of Selection is coordinated with the IEP/transition plan and written before the student exits school.
 - e. **In-School Rehabilitation Services**. Shall be provided to supplement services by the LEA and shall not supplant those services. The Division may provide goods and services to students who meet the Order of Selection in secondary school in support of career-connected activities.

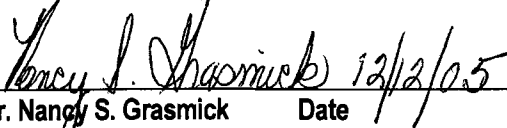
- (i) Such goods and services may include career assessment services, maintenance and/or transportation in support of career related activities, assistive technology to support career exploration or experiences, stipends associated with internships, and job coaching.
- (ii) Provision of in-school rehabilitation services requires consideration of comparable services and benefits, application of the financial need policy, as appropriate, and approval of the IPE.

IV. GENERAL ADMINISTRATION

- A. **FINANCIAL**. Local school systems provide education services at no cost to the student and his/her family. DORS' role in paying for rehabilitation services is determined on an individual basis. The financial need of the student and his/her family, except assessment services, shall be considered in determining participation in the cost of rehabilitation services. The student or any person who claims the student/client as a dependent for federal tax purposes may be required to participate in the cost of certain rehabilitation services planned or arranged by DORS.
- B. **AGENCY DISPUTE RESOLUTION**. During the administration of this Agreement, disputes regarding responsibility for services or other policy or programmatic issues will be resolved by the Assistant Superintendents to this agreement or the State Superintendent of Schools.
- C. **ACCEPTANCE, REVIEW AND MODIFICATION OF THE AGREEMENT**. This agreement shall be reviewed on an annual basis. This review shall be for the purpose of continuing the intra-agency cooperative agreement, developing additional areas of agreement, and making such clarification as may be necessary. This annual review shall not preclude the participating Divisions from requesting a review of a portion of the agreement, as need arises. Proposed amendments, modifications or revisions to this intra-agency cooperative agreement shall not become effective unless agreed to in writing by mutual consent of the Divisions. Notification shall be given to all concerned parties in advance of any modifications with the opportunity for consultation.
- D. **DISSEMINATION AND TRAINING**. In accordance with established procedures, this agreement, at a minimum, will be distributed to the signatories and their state level representatives. The representatives will be responsible for training and disseminating the document to division staff at the state and local levels. The state level representatives will disseminate this document to councils, organizations, advocacy groups and others interested in the coordinated planning and delivery of transition services to students with disabilities.

Signatures

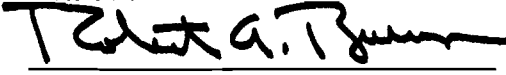
State Superintendent of Schools


Dr. Nancy S. Grasmick Date 12/2/05

Assistant State Superintendent
Division of Special Education/Early Intervention
Services


Dr. Carol Ann Baglin Date 11-18-05


Assistant State Superintendent
Division of Rehabilitation Services


Robert A. Burns Date 11-15-05

Assistant State Superintendent
Division of Career Technology and
Adult Learning


Katharine M. Oliver Date 11/28/05

Assistant State Superintendent
Division of Student and School Services


JoAnne L. Carter Date 11/22/05

Definitions

1. *All students.* Both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically talented students.
2. *Career Clusters:* Maryland's ten Career Clusters were developed through partnerships between educators and employers and are based on Maryland's unique employment needs. The Career Clusters are:
 - Consumer Service, Hospitality and Tourism
 - Business Management and Finance
 - Manufacturing, Engineering Technology
 - Information Technology
 - Environmental, Agricultural and Natural Resources
 - Health and Biosciences
 - Arts, Media and Communication
 - Transportation Technologies
 - Human Resource Services
 - Construction and Development
3. *Career and Technology Education. (An. Code 1997, Act 21, §203.)* Career and Technology programs in the public schools shall: (1) offer a sequence of academic and occupational courses, career development, and work experiences to prepare students to begin careers and to pursue lifelong learning; and (2) integrate academic knowledge and occupational competence to enable students to develop the critical thinking, problem solving, employability, and technical skills required to meet the workforce preparation and economic development needs of the 21st century. (1996, ch.77.)
4. *Free appropriate public education.* Special education and related services that (a) have been provided at public expense, under public supervision and direction, and without charge; (b) meet the standards of the State educational agency; and (c) include an appropriate preschool, elementary or secondary school education in the state.
5. *Individualized Education Program (IEP).* A written statement for each child with a disability developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, the teacher, the parents or guardians of such child, and whenever appropriate, such child, which statement shall include: (a) a statement of the present levels of educational performance of such child; (b) a statement of measurable annual goals, including benchmarks or short-term objectives; (c) a statement of the special education and related and supplementary aids and services to be provided to the student, or on behalf of the student, and any program modifications or support the school personnel think necessary for the student to advance toward attaining the annual goals, to be involved and progress in the general education curriculum, and to participate in extra-curricular and other non-academic activities, and to be educated and participate with other students with and without disabilities in activities; (d) a statement of any individual modifications in the administrations of State of district wide assessments of student achievement that are needed in order for the student to participate in the assessment and if the IEP team determines that the student will not participate in the assessment a statement of why that assessment is not appropriate and how the student will be assessed; (e) the projected date for the beginning of the services and modifications, and the anticipated frequency, location and duration; (f) beginning at age 14, and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study; (g) beginning at age 16 (or younger, if determined appropriate by the IEP team) a statement of needed transition services for the student, including, when appropriate, a statement of the interagency responsibilities or any needed linkages; (h) appropriate objective criteria and evaluation procedures and schedules for determining on at least an annual basis, whether instructional objectives are being achieved.

Note: This transition services statement may be included in the IEP or attached to the IEP as an Individual Transition Plan (ITP).

6. *Individualized Plan for Employment.* A plan that is developed with each eligible individual with a disability. The IPE is designed to achieve the specific employment objective of the individual as well as addressing both intermediate and long term goals and services provided to assist in meeting the specific objective. Such services will be provided under the plan in accordance with such program. An IPE is jointly developed, agreed upon, and signed by such eligible individual (or, in an appropriate case, a parent, a family member, a guardian, an advocate, or an authorized representative, of such individual); and the vocational rehabilitation counselor.

Note: The IPE should be completed for each eligible secondary student under the Order of Selection with a disability before the student leaves the school system.

7. *IPE Team.* A group of qualified individuals from 2 or more disciplines, described as the admission, review and dismissal committee, and Education Article, Section 8-404.1, Annotated Code of Maryland.
8. *Rehabilitation Services (Rehabilitation Act).* As appropriate to the needs of each individual, the following are available vocational rehabilitation services: 1) assessment for determining eligibility and priority for services; 2) assessment for determining vocational rehabilitation needs; 3) counseling and guidance, including personal adjustment counseling; 4) referral and other services necessary to help applicants and eligible individuals secure needed services from other agencies, and advice to those individuals about client assistance programs; 5) physical and mental restoration services; 6) vocational and other training services, including personal and vocational adjustment training, books, tools, and other training materials, except that no training or training services in an institution of higher education (universities, colleges, community/junior colleges, vocational schools, technical institutes, or hospital schools or nursing) may be paid for with funds under this part unless maximum efforts have been made by the State unit to secure grant assistance in whole or in part from other sources; 7) maintenance; 8) transportation in connection with the rendering of any vocational rehabilitation service; 9) vocational rehabilitation services to family members of an applicant or eligible individual if necessary to that individual's vocational rehabilitation; 10) interpreter and note-taking services for individuals who are deaf and tactile interpreting services for individuals who are deaf-blind; 11) reader services, rehabilitation teaching services, note-taking services, and orientation and mobility services for individuals who are blind; 12) recruitment and training services to provide new employment opportunities in the fields of rehabilitation, health, welfare, public safety, law enforcement, and other appropriate public service employment; 13) job search and placement assistance and job retention services; 14) supported employment services; 15) personal assistance services, including training in managing, supervising, and directing personal assistance services; 16) post-employment services necessary to maintain, regain, or advance in employment, consistent with the individual's abilities, capabilities and interests; 17) occupational licenses, tools, equipment, initial stock and supplies; 18) rehabilitation technology, including vehicular modification, telecommunications, sensory and other technological aids and devices; 19) transition services; and 20) other goods and services determined necessary for the individual with a disability to achieve an employment outcome.
9. *Related services.* Transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, including therapeutic recreation and social work services, and medical and counseling services, including rehabilitation counseling, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children.
10. *Section 504.* Section 504 of the 1973 Rehabilitation Act, as amended, prohibits discrimination against persons with disabilities by school districts receiving Federal financial assistance. Section 504 applies to all students who have any physical or mental impairment which substantially limits one or more major life activities, have a record of such impairment, or are regarded as having such impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks.

Note: All students who meet this definition are protected under Section 504 regardless of their eligibility for special education. For every student determined to have a disability under Section 504 and who does meet the eligibility requirements for special education, the local education system must develop and implement a plan for the delivery of needed services.

11. *Special Education.* Specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a child with a disability, including (a) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (b) instruction in physical education.
12. *Students with disabilities who are served by special education.* Includes secondary students, ages 14 to 21, who have a disability pursuant to IDEA and who, because of the disability, need special education and related services as specified in their Individualized Education Program (IEP). Under IDEA, eligible students have one or more of the following disabilities: "mental retardation, hearing impairments, including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities and by reasons thereof need special education and related services". *IDEA, defines as "children with disabilities".*
13. *Students with disabilities who are not served by special education.* Includes secondary students who are not receiving special education services but have a disability pursuant to Section 504 of the Rehabilitation Act of 1973, as amended, and who may be receiving services and/or accommodations as required by Section 504.
14. *Transition Services.* A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment, and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.
15. *Transition Student.* In this document, a secondary student with a disability pursuant to IDEA and/or Section 504 and who is an applicant or eligible individual for vocational rehabilitation services and who is receiving transition services.