

Courses of Studies

The IEP that will be in effect when the student turns age 14 must address the courses of study needed to assist the student in reaching his or her postsecondary goals. Courses of study are defined as a multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year. There should be alignment between the courses of study in the Individual Education Program (IEP) and the course selections within the Individual Plan of Study (IPS). The courses of study may be identified on the student's IEP either as a list of courses of study or as a statement of instructional program, as appropriate for the student. If the IEP team chooses to identify the courses of study on the student's IEP as a list of courses of study, be aware that the IEP must be amended, using the IEP amendment process or an IEP team meeting, to reflect any changes to a list of courses of study.

The IEP team reviews the required courses leading to graduation or completion of a school program, and helps the student select courses and other educational experiences that are most likely to move the student toward his or her desired postsecondary goals (e.g., employment, education/training, and/or independent living). The IEP team should review identified courses that have been selected based upon the student's career interests within the student's Individual Plan of Study (IPS) and the IEP, ensuring that the courses identified support the student's measurable postsecondary goals. The guidance counselor may be involved in the IEP meeting should there be changes to the coursework.

Each year the IEP team, including the student, reviews the student's postsecondary goals and aligns the courses of study with those desired goals. The decisions regarding the courses of study should relate directly to where the student is currently performing and what he or she wants to do after graduation. The IEP team may take the following steps:

1. Review elective courses available and identify courses of study based on student's needs, taking into account preferences and interests.
2. Consider other educational experiences: workbased learning, community-based instruction, independent living, and self-determination.
3. Consider whether any prioritization is necessary.

The connection between the student's postsecondary goals and the courses of study should be obvious and meet the following requirements:

- Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school objectives?
- Do the transition services include courses of study that align with the student's postsecondary goal(s)?

RESOURCES

Kansas State Department of Education (KSDE) Special Education Process Handbook

<https://www.ksde.org/Default.aspx?tabid=598>

Individual Plan of Study: <https://www.ksde.org/Default.aspx?tabid=850>

Kansas Work-Based Learning Personalized Learning Plan Guidance Document:

https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Kansas%20WorkBased%20Learning_Personalized%20Learning%20Plan.pdf

Measuring and Reflecting Student Learning: Workbased Experience Portfolio and Employability Skills Rubric

<https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf>

Kansas Board of Regents: <https://ksdegreestats.org>

KSDE Career Technical Education Pathways:

https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Career_Cluster_Pathway/Kansas%20Career%20Fields%20Clusters%20and%20Pathways%20Infographic.pdf

National Technical Assistance Center on Transition (NTACT) <https://www.transitionta.org>