

Transition Services/Work Study

Beginning at age 14 and updated annually, the IEP must contain:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training/education, employment and where appropriate, independent living skills; and
- The transition services, including appropriate courses of study, needed to assist the child in reaching the stated postsecondary goals; and
- **Beginning at age 16**, or, if determined appropriate by the IEP team, a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages.

Transition Assessment

Transition assessment must be conducted prior to the student reaching age 14 and prior to the development of the measurable post secondary goals and transition services in the students IEP. For each postsecondary goal there must be evidence that at least one age-appropriate transition assessment was used to provide information on the student's needs, strengths, preferences and interests regarding postsecondary goals. These assessments should answer the following questions:

- What does the student want to do beyond school?
- Where and how does the student want to live?
- How does the student want to take part in the community?

Measurable Postsecondary Goals

Measurable postsecondary goals measure an outcome that occurs after a student leaves high school. For each postsecondary goal, there must be an annual goal included in the IEP that will help the student make progress toward the stated postsecondary goal. Measurable postsecondary goals must be stated in a way that can be measured as a yes or no that it was achieved. The statement needs to indicate what the student "will" do after graduating or completing their secondary program rather than what the student "plans, hopes, wishes or wants" to do.

Courses of Study

Each IEP for a student with a disability who will be 14 or older during the time period of the IEP must contain a description of the courses of study needed to assist the student in reaching those goals. The courses of study must focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school by describing the courses and/or educational experiences that are related to the student's postsecondary goals.

The following questions should be considered by the IEP team:

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

(Adapted from the KSDE Process Handbook)

Parent consent must be obtained when inviting any outside agency to the IEP.