**Frequently Asked Questions – Students and the IEP**

**1. What if a student chooses an unrealistic goal or one that is difficult to obtain?**

Each vocation (goal) has many jobs that are related to it. If the student has chosen an unrealistic goal, interview the student and family to determine what other jobs in this field of work may be of more interest and more realistic for this particular student.

**2. Am I responsible for taking data on post-secondary goals and see it through to completion?**

Post-secondary goals are a key part of the IEP: the teacher(s) are responsible for implementing the IEP as long as the student is in school and the IEP is in effect. §300.320, and updated annually, thereafter, the IEP must include— (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;

One year after leaving school, the student will be interviewed as part of the Post School Outcome data collection. Each district is responsible for gathering this information. Research shows that if the student’s teacher(s) prepare the student (gather contact information, explain the interview) before the student leaves school, the results of the Post School Outcome data collection provide more feedback to the district on how well the students were prepared.

**3. What if I have a student/family that does not want to work and ODDS is not involved with the student?**

**I**DEA requires:

*(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—*

*(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;*

The IEP team MUST include postsecondary goals for training, education, employment; however, the IDEA allows the IEP Team to explore other life activities, such as adult services, independent living, and community participation.

If the student refuses to work, you still must write postsecondary goals, but you can also focus on getting the student into adult services (Developmental Disability Services, Vocational Rehabilitation, and Independent Living Centers) or involved in community participation. Exploratory work goals and transition services (postsecondary education, vocational education, integrated employment etc.) as well as volunteer work are good ways to introduce the student to the work world.