Self-exploration activities develop a student’s ability to identify career interest, skills, and work values.

Career exploration activities develop a student’s ability to connect their interests, skills, and values to a range of career options, identify the school courses and employability skills needed to enter careers of interest, and identify corresponding post-secondary pathways.

Career planning activities help students develop a range of skills related to acquiring job search skills needed to secure employment: developing career readiness skills; and developing the traits, work habits and behaviors needed to navigate career changes and pursue growth opportunities throughout a lifetime.
What information is included in an Individualized Plan of Study (IPS)?

The IPS includes information specific to each student that families, students, and school personnel can use to guide decision making and monitor students’ progress toward goals. The IPS may include the following information: skills, abilities, hobbies, and accomplishments; graduation requirements; current and past classes and activities; grades and test scores; examples of student work; results from career, college, and interest inventories; personal goal statements; work based learning experiences and, college and financial planning activities.

How can families participate in the development of the Individualized Plan of Study (IPS)?

It is important for families to show an active interest and support for their student’s interests and abilities, as well as the IPS process. One way family members help influence their student’s perspectives of work and postsecondary education is by providing a variety of life experiences. By communicating perceptions of work, parents help contribute to their student’s personal, career, and academic development.

Although the school is responsible for the development of an IPS, it is important for families to contribute and participate in their student’s IPS process. Families should attend any and all of the Parent/Teacher Conferences or school meetings in which the IPS may be discussed, developed, or updated.

In order to provide input into the IPS process families could consider:

- Their student’s strengths and challenges
- How he/she learns best
- What he/she enjoys doing
- His/her special talents
- Their main hopes for their student this year
- The long term goals for their student
- Other services supporting their student
- Questions they may have about their student’s future

Families may also be asked to provide their signature on the IPS. This ensures that the families have participated in the discussion and the development of the IPS.

It is important to understand that the IPS is a flexible product that is built on the student’s interests and skills. It is understood that a student’s interests may change at any time in the IPS process and the IPS can be adjusted accordingly.

How can families find out if their student’s school has an Individualized Plan of Study (IPS)?

If families are unaware if their student has an IPS or are unsure if their middle school or high school develops an IPS for each student, they may ask a school counselor, teacher, or principal about the IPS process in their school.

Do students with an Individual Education Program (IEP) also need an Individual Plan of Study (IPS)?

The IEP is a legal document required for any student receiving special education services under the Individuals with Disabilities Education Act (IDEA). The IPS is a product and a process for ALL students including those students with an IEP. The IPS can be an excellent resource in the development of the transition planning requirements of an IEP.

Find more information on the Kansas Individual Plan of Study (IPS) at: