



Mat-Su Borough School District
 501 N. Gulkana
 Palmer, AK 99645
 Phone: 746-9200

INDIVIDUAL EDUCATION PROGRAM (IEP)

Section 5 - Transition

Student: [REDACTED] Birthdate: [REDACTED] School: [REDACTED] ID: [REDACTED]

1. Was the student invited to attend this IEP meeting?	<input type="checkbox"/> N/A <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
2. Has the student completed an age appropriate transition assessment?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
3. Has th IEP team determined if the student should apply to the Department of Vocational Rehabilitation? (http://labor.alaska.gov/dvr/)	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
4. Does the student's IEP includes appropriate measurable post-secondary goals that cover the education/training, employment, and independent living plan (reviewed annually)?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
5. If outside agencies/community partners are a part of this plan, where they invited (with parental consent) to the IEP meeting?	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> YES <input type="checkbox"/> NO

IDENTIFY ALL AGENCIES/COMMUNITY PARTNERS

Agency/community partner	Point of Contact	Phone
Division of Vocational Rehabilitation	Seth Nielsen	907-352-2542

5.1 APPROPRIATE MESURABLE POSTSECONDARY GOALS

Consider the student's strengths, interests and preferences, and based on age appropriate transition assessments.

Post-School Goals for Employment "My plan for a job is..." After Graduation I will be a welder.	Source Student TPI
Post-School Goals for Training and Education "Upon completion of high school, I will..." After high school I will go to Post High School Training to obtain a certificate to become a welder.	Source Student TPI
Post school goal of independent living "My plan for living arrangements is..." I will live with my family until I have a job so I can afford an apartment.	Source Student TPI

5.2 STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES

Activities/Strategies Related to Measurable Postsecondary Goals	Date to Implement	Person/ Agency Arranging or Providing Services
Instruction: Special Education support in identified classes Practice self advocacy skills Take driver's Education Enroll in District Wide tech-prep course / program School district Research scholarship activities Tour post school education / training programs, and meet with Student SupportServices at the school	Sept 2014-2015 Sept 2014-15 Spring 2015 Spring 2016 Summer	Student family case manager counselor

Apply for and take modified ACT assessment	2016	
Complete and submit college applications	Fall 2016	
<p>Related Services:</p> <p>Student will obtain information related to Vocational Rehabilitation Services</p> <p>Student will apply for DVR services</p> <p>Student will complete Intake interviews with DVR</p>	<p>Winter 2015</p> <p>Spring 2016</p> <p>Fall 2016</p>	Student Family
<p>Community Experiences:</p> <p>Student will explore activities and clubs school offers</p> <p>Student will continue in outside activities of choice with family and friends.</p>	<p>Fall 2014</p> <p>Fall 2015</p>	Student Family
<p>Employment:</p> <p>Student will take interest inventory to determine Career interests</p> <p>Student will apply for summer employment</p>	<p>Spring 2015</p> <p>Spring 2016</p>	Student Case Manager Family
<p>Adult Living::</p> <p>Student will obtain Drivers License</p> <p>Student will Register to Vote</p> <p>Student will Register for Selective Service</p> <p>Student will learn to fill out application for Alaska dividend</p> <p>Student will complete 1040 Tax forms</p>	<p>Summer 2015</p> <p>On or before 18th birthday</p> <p>On or before 18th birthday</p> <p>Winter 2016</p> <p>Winter 2017</p> <p>Fall 2017</p>	Student Family
<p>Daily Living Skills:</p> <p>Student will learn to cook basic meals</p> <p>Student will learn to balance check book</p>	<p>Summer 2015</p> <p>Summer 2016</p>	Student Family
<p>Functional Vocational Evaluation::</p> <p>Student will comoplete the ASVAB</p> <p>Student will complete vocational assissment if found eligible for DVR services</p>	<p>November 2015</p> <p>Summer 2016</p>	Student Family

5.3 COURSE OF STUDY

Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP that will promote movement from school to the student's desired post-school goals

School Year	Grade Level	List courses and activities needed to assist the student in reaching his/her post-secondary goals.	Credits Earned
2013-2014	9	Rd 180, Rd 180 Lab, Civics, Earth Science, Intro to Algebra, Math Strats, Study Skills (Academic Assistance)Tech Apps 1,	7
2014-2015	10	Rd 180, Rd 180 Lab, English 1, LA Strat, World History, Physical Science, Algegra, Keas, Health, Intro to Small Engines and Welding, Study Skills (Academic Assistance)	
2015-2016	11	English 1, LA Strat, English 2, LA Strat, US History, Biology, Informal Geometry, Welding 1, Tech Apps 2, PE, Occupational Knowledge	
2016-2017	12	English 2, LA Strat, English 3, Government, AK History, PE, Tech Apps 3, Graphic Arts 1, Tech Drafting 1, Web Design	

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Total number of credits required by district for graduation: May 2017 Anticipated month and year of graduation: 24.5