



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 the IEP team determined if the student should apply to the Department of Vocational Rehabilitation? ( <a href="http://labor.alaska.gov/dvr/">http://labor.alaska.gov/dvr/</a> )	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
4. Does the student's IEP include 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, were 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
MatSu Services for Children & Adults	No information given at this time	907-352-1200

**5.1 APPROPRIATE MEASURABLE 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..." A job that allows [REDACTED] to work outdoors or that involves music somehow will be a good fit for [REDACTED]. A job in a quiet setting for him, but that will allow him to be verbal is important. Also a job that allows him the freedom of movement is important.	Source observation of [REDACTED], interview with mom, team input
Post-School Goals for Training and Education "Upon completion of high school, I will..." After graduation, [REDACTED] will enter a vocational training program where he can experience hands-on, on-the-job training in a variety of job experiences.	Source observation of [REDACTED], interview with mom, team input  observation of [REDACTED], interview with mom, team input
Post school goal of independent living "My plan for living arrangements is..." [REDACTED] will live with family members.	Source observation of [REDACTED], interview with mom, team input

**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: [REDACTED] will increase his functional reading skills. [REDACTED] will learn about counting and managing money. [REDACTED] will learn to tell time to follow a schedule and anticipate events.	on-going	MSBSD

<p>█████ will learn about and practice communication skills.</p> <p>█████ will learn and practice skills for daily living activities.</p> <p>█████ will develop work readiness skills and vocational/functional English.</p>	<p>Casemanager provided information to family at 2011 IEP meeting and again after 2013 IEP</p>	<p>To be determined at a future date</p>
<p><b>Related Services:</b></p> <p>█████ and his family will learn to identify and access any linkages to adult agencies or providers.</p> <p>█████ and his family will identify potential post school providers of related services and funding sources.</p> <p>█████ and his family will identify potential post school providers of recreation therapy or occupational therapy and potential funding sources.</p> <p>█████ will apply for Supplemental Security Income (SSI) from the Social Security Administration (SSA).</p>		
<p><b>Community Experiences:</b></p> <p>█████ will learn to understand relevant community signs (Men, Women, Do Not Enter, Danger).</p> <p>█████ will practice banking, budgeting, and shopping skills.</p> <p>█████ Will identify activities of choice to do with family members or friends.</p> <p>█████ and his family will identify different living/housing options.</p> <p>█████ will learn how to obtain a state identification card</p>	<p>on-going</p> <p>Casemanager provided parent with resource guide of agencies after the 2013 IEP meeting</p>	<p>MSBSD &amp; family</p>
<p><b>Employment:</b></p> <ol style="list-style-type: none"> <li>1-█████ will participate in a supported employment job experience.</li> <li>2-█████ will draft resume, cover letters, and letters of recommendations.</li> <li>3-█████ will learn to respond appropriately to verbal correction from others.</li> <li>4-█████ will maintain appropriate work habits when supervisor is not present.</li> <li>5-█████ will have a variety of successful community-based work experiences.</li> <li>6-█████ will participate in chores at home.</li> <li>7-█████ will demonstrate the necessary interpersonal skills to work with others (good listening skills, good verbal communication skills).</li> </ol>	<p>ongoing</p>	<p>MSBSD &amp; Family</p>
<p><b>Adult Living::</b></p> <p>█████ and his family will explore and make a decision about guardianship issues.</p> <p>█████ and his family will explore options for adult living situations.</p>	<p>Casemanager provided Derek and his family with information at the 2012 IEP mtg. Parents have secured guardianship as of March 2014.</p>	<p>To be determined.</p> <p>MSBSD will provide information</p>
<p><b>Daily Living Skills:</b></p> <p>█████ will demonstrate an understanding of words found in the home environment (i.e. on appliances, on medicines, on recipes).</p> <p>█████ will be able to sort, wash, dry, fold and put away laundry.</p> <p>█████ will be able to communicate personal information (i.e. name, address, gender, telephone number).</p> <p>█████ will learn how to prepare meals.</p> <p>█████ will demonstrate proper judgment in food storage &amp; safety.</p>	<p>on-going</p>	<p>MSBSD &amp; family</p>

<p>Functional Vocational Evaluation::</p> <p>1- [REDACTED] will complete an interest/ aptitude survey which may include a non-verbal picture career interest inventory.</p> <p>2- [REDACTED] and his family may decide to complete an application for DVR during his last year of school district services.</p>	<p>1-between 9th and 12th grade</p> <p>2-during Derek's last year of school district services.</p>	<p>1-MSBSD</p> <p>2-Family</p>
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### 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
2011-2012	9	Daily Living Skills English I, Daily Living Skills Math I, swimming, Daily Living Skills Science I, Life Skills Basic, Work Study	7
2012-2013	10	Daily Living Skills English II, Daily Living Skills Math II, electives as appropriate, course(s) related to transition	7
2013-2014	11	Daily Living Skills English III, Daily Living Skills Math III, electives as appropriate, course(s) related to transition	7
2014-2015	12	Daily Living Skills English IV, Daily Living Skills Math IV, electives as appropriate (swimming), course(s) related to transition	
2015-2018	post 12	Derek will attend a community-based vocational training program such as NEXT STEP for students age 18-22 after he completes 4 years of high school.	

**Total number of credits required by district for graduation: 21 Anticipated month and year of graduation: May 2018**