

GRADUATION EXIT SUMMARY OF PERFORMANCE REPORT

IDEA 04 requires that for a student whose eligibility terminates through graduation with a diploma or aging out, the District must provide the student with a summary of the student's academic achievement and functional performance that includes recommendations on how to assist the student in meeting postsecondary goals.

Federal law also requires that the District plan for a student's graduation. Inform parents in the fall of the year the student is expected to graduate the District's intent to graduate/exit the student. Graduation or aging-out is a change of placement. Therefore, it is necessary to also provide a Notice of Proposed Action indicating the student's dismissal due to graduation, along with the Graduation Exit Summary of Performance Report.

Summary of Performance**For which students is the Summary of Performance required and when should a Summary of Performance be provided?**

Students who are receiving special education services when leaving high school and who are leaving due to receiving a regular diploma or by reaching the maximum age of eligibility are required to have a Summary of Performance. The Summary of Performance should ideally be provided to the student just prior to leaving the high school setting. Completion of the Summary too far in advance of graduation or leaving high school may result in incomplete records, recommendations, and summarizations of both academic achievement and functional performance.

Do students who receive a GED require a Summary of Performance?

No, only those students who leave high school with a regular diploma or by reaching maximum age of eligibility require a Summary of Performance.

Do students who have been staffed out of special education during their senior year prior to graduation or who have dropped out require a Summary of Performance?

No, if special education services have ended prior to the student leaving the high school setting with a diploma or by reaching the maximum age of eligibility, no Summary of Performance is required. If the special education student drops out, no Summary of Performance is required.

Is the Summary of Performance part of the IEP?

No, the Summary of Performance is NOT a part of the IEP; it falls under the section of IDEIA 2004 that determines the need for reevaluation prior to exiting special education.

Can the student's current IEP be the Summary of Performance?

No, as stated above, the Summary of Performance is not regarded as the IEP and is clearly identified as a separate process from the IEP. If the Summary were intended to be part of the IEP, it is likely the reauthorization would have included it in the section of IDEIA 2004 pertaining to IEP content. It is the current interpretation by our department that this must be a separate document from the IEP.

Who needs to be present when reviewing the Summary of Performance with a student and his/her family?

The primary service provider (case manager), the student and the parent are the only people required to review the Summary of Performance. This does not need to be a formal meeting, but documentation that the Summary has been provided should be obtained. This can be done by collecting signatures on the Summary of Performance.

Are new assessments required to complete the Summary of Performance?

No, IDEIA 2004 clearly indicates that schools have NO obligation to provide assessment solely for the identification or eligibility for other agencies or services not related to K-12 education.

If a student has not met all their IEP goals and objectives, does this influence the Summary of Performance?

No, the Summary of Performance is provided when the student approaches the termination of his/her Free and Appropriate Public Education and therefore is based on the attainment of the diploma or the reaching of maximum age of eligibility (the student's progress on IEP goals and objectives is not a factor).

What is the process for students who receive a Certificate of Completion, a modified diploma, or leave high school without documentation and do so prior to reaching the maximum age of eligibility?

Students who leave high school under the circumstances above must have an eligibility review meeting to establish the change in placement. A student may continue to qualify for special education, but refuse to continue services and therefore leave the high school setting. It is important to note that for these students FAPE has not ended and they may return to continue special education or regular education services until age 21.

Is a Summary of Performance required for students who are expelled?

No, students who are expelled and have an IEP are still entitled to FAPE and therefore shall not receive a Summary of Performance until they have either received a diploma or reached the maximum age of eligibility.

Graduation Exit Report – Summary of Performance



_____ ISD # _____
Address
City, MN Zip
Telephone: ____ - ____ - ____

Graduation Exit Report – Summary of Performance

Student Name: _____ ID: _____ Date: _____

School: _____ Grade: _____ DOB: _____

1. Description of the action proposed by the district:
2. Explanation of why the district proposed to take the action:
3. Description of any other options considered and why those options were rejected:
4. Description of evaluation procedures, tests, records, or reports the district used as a basis for the proposed action:
5. Description of any other factors that are relevant to the district's proposal:

Summary of Performance: This section includes information on academic achievement and functional levels of performance and the accommodations/adaptations, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Academic Achievement and Functional Performance

Reading (*basic reading/decoding, comprehension, vocabulary*)

Present Level of Performance
(**grade level, strengths, preferences, interests**)

Effective Accommodations,
Assistive Technology and Supports

Math (<i>calculation, algebraic problem solving, quantitative reasoning</i>)	
Written Language (<i>written expression, spelling</i>)	
Functional Performance* (<i>e.g., general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment</i>)	

*Present Level of Functional Performance is information that is considered in making decisions about disability determination and needed accommodations.

Recommendations to assist the student in meeting post high school goals: This section presents recommendations for accommodations/adaptations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in post high school goal(s). **These recommendations do not obligate any post high school agency to such recommendations.**

Post High School Goal Area	NA	Recommendations to Assist the Student in Meeting Post High School Goals	Contact Information – name and/or title, phone number, address, email of person or agency (include both agencies currently contacted and those that may need to be contacted)
Training	<input type="checkbox"/>		
Education	<input type="checkbox"/>		
Employment	<input type="checkbox"/>		
Independent Living	<input type="checkbox"/>		

Example: Graduation Exit Report – Summary of Performance

Isle ISD # 473
Greater MN Avenue
Isle, MN 55473
Telephone: 763-689-3600

Example: Graduation Exit Report – Summary of Performance

Student Name: Student ID: 0125489963489 Date: 4/8/08

School: Isle Elementary Grade: 4 DOB: 5/15/98

1. Description of the action proposed by the district:

The district is proposing a change of placement and discontinuation of special education services due to graduation from high school with a diploma; or

The district is proposing a change in placement and discontinuation of special education services because the student is 21 years old.

2. Explanation of why the district proposed to take the action:

The student has met the requirements of the graduation plan, including meeting the required credits for graduation and the goals of the IEP; or

The student has met all of the credit requirements for graduation; or

The student has turned 21 years old and has aged-out of high school; or

The student has met all of the goals of the IEP including transition.

3. Description of any other options considered and why those options were rejected:

The student feels strongly that he/she has met the requirements established and is eager to enter adult life as a student at the local community college; or

The team considered continuing the student in-service for an additional year to insure his performance over a longer period of time. However, both the student and the parent felt he was ready to exit school to begin working on the farm with his father.

4. Description of evaluation procedures, tests, records, or reports the district used as a basis for the proposed action:

The district's team reviewed the student's course work completion, the data collection from the IEP goals and the transition activities listed on the IEP. The student met all of the requirements set forth on the graduation planning grid.

5. Description of any other factors that are relevant to the district's proposal:

The student has chosen not to access the academic opportunities offered by the district; or

The student is pursuing job opportunities; or

The student is prepared to graduate with his/her peers and is planning to attend technical school; or

The student has met the requirements of the IEP team and is prepared to graduate with his/her peers; or

None noted.

Summary of Performance: This section includes information on academic achievement and functional levels of performance and the accommodations/adaptations, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Academic Achievement and Functional Performance

Reading (*basic reading/decoding, comprehension, vocabulary*)

Present Level of Performance (grade level, strengths, preferences, interests)	Effective Accommodations, Assistive Technology and Supports
Student's oral reading fluency and comprehension are at the 9 th grade level. He is able to read novels and historical information. He has difficulty with technical terms for which he is not familiar.	Student requires preteaching of technical vocabulary words.

Math (<i>calculation, algebraic problem solving, quantitative reasoning</i>)	
Student is able to use simple math facts (addition, subtraction, multiplication, and division). He has difficulty with complex math problems. Student understands functional math including how to determine dimensions, estimates and cost analyses.	Student requires use of calculator for complex math solutions.
Written Language (<i>written expression, spelling</i>)	
Student is able to write simple and compound sentences and is able to write paragraphs with a topic sentence and proper sequencing. He struggles with spelling and has numerous spelling error.	Student requires spell checker/word processor to check spelling on his formal written documents.
Functional Performance* (<i>e.g., general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment</i>)	
Student generally gets along well with both peers and adults. He has difficulty following directions for less preferred activities. He has difficulty with organizational skills. He functions well independently when not distracted and maintains a job working with his father as a carpenter's helper.	Student needs reminders/directions before beginning a task. He needs to use a planner to organize his time and make his appointments.

*Present Level of Functional Performance is information that is considered in making decisions about disability determination and needed accommodations.

Recommendations to assist the student in meeting post high school goals: This section presents recommendations for accommodations/adaptations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in post high school goal(s). **These recommendations do not obligate any post high school agency to such recommendations.**

Post High School Goal Area	NA	Recommendations to Assist the Student in Meeting Post High School Goals	Contact Information – name and/or title, phone number, address, email of person or agency (include both agencies currently contacted and those that may need to be contacted)
Training and Education	<input type="checkbox"/>	Student should continue working for father as a carpenter's helper. Student should attend technical school to learn the skills of carpentry.	Pine Technical College Counselor – Schools Disability Center to obtain support for his learning disability. Pine Technical College 900 4 th St. SE, Pine City, MN 55063 320-629-6764
Employment	<input type="checkbox"/>	Stay employed in father's company.	
Independent Living	<input type="checkbox"/>	Consider living in an apartment on his own.	

