

TRANSITION SUMMARY OF PERFORMANCE

Section I: Student Information

STUDENT NAME	BIRTHDATE
SCHOOL ATTENDING	EXIT DATE
PROGRAM OF STUDY	PRIMARY DISABILITY

Pop up here if appropriate (*This student is graduating with a regular state high school diploma or has exceeded the age for a FAPE*) if checked, below prints on document.)

This student is no longer entitled to a free, appropriate, public education (FAPE) under the Individuals with Disabilities Education Improvement Act 2004 due to graduation with a regular state-issued high school diploma or exceeding the age for which a FAPE is provided.

Section II: Present Levels of Academic Achievement and Functional Performance

AREA	Present Level of Performance (grade level, standard scores, strengths, needs)	Accommodations/modifications, and/or assistive technology routinely utilized in high school.
Reading (<i>Basic reading/decoding; reading comprehension, reading speed</i>)		
Math (<i>Calculation skills, math problem solving</i>)		
Written Language (<i>Written composition, written expression, spelling</i>)		
Communication/Language (<i>Educational transliteration/interpreting services, closed captioning, articulation, voice, fluency, oral/written language, auditory processing, established communication methods, communication mode.</i>)		
Environmental Access/Mobility (<i>assistive technology, transportation</i>)		

AREA	Present Level of Performance (grade level, standard scores, strengths, needs)	Accommodations/modifications, and/or assistive technology routinely utilized in high school.
Learning Skills (<i>class participation, note taking, keyboarding, organization, homework management, time management, study skills, test taking skills</i>)		
Self-Determination/Self-Advocacy Skills (<i>Ability to identify and articulate post secondary goals, learning strengths and needs, ability to ask for assistance with learning and independence</i>)		
Social Skills (<i>Extra-curricular activities, peer relationships, socially appropriate behaviors</i>)		
Career/Vocational/Transition (<i>Career interests, job training, technological competency, work history</i>)		
Services and Supports (<i>Additional important considerations that can assist in making decisions about disability determination and needed accommodations (e.g. medical problems, family concerns)</i>)		

Section III: Post High School Expectations (Provide description of each including agency linkages)

INDEPENDENT LIVING
EDUCATION
EMPLOYMENT

Section IV: Post High School Recommendations

Narrative here for recommendations:

Should begin with “The IEP Team recommends that this studentto reach expectations stated above.”

Student input may be included here if desired.

Cover/Explanation Sheet

The Summary of Performance, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish students' eligibility for reasonable accommodations and supports in post high school settings. It is also useful for the Vocational Rehabilitation Comprehensive Assessment process. The information about students' current level of functioning is intended to help post high school institutions consider accommodations for access. These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in the post high school education or the employment setting. Post high school settings will continue to make eligibility decisions on a case-by-case basis. The SOP should be linked with the IEP process, and the student should have the opportunity to actively participate in the development of this document.

This could be offered as an optional sheet to print out to share with parents at meetings.
Comparisons of IDEA '04 and Section 504

Section 504 and the ADA, which apply to post high school education, are very different from the Individuals with Disabilities Education Improvement Act (IDEA '04), which covers preschool through grade 12 or through age 21. This means that some adjustment of the perspectives of students, parents, and instructors is necessary when making the transition from high school to college.

	High School	College
What is the law?	IDEA '04 (Individuals with Disabilities Education Improvement Act)	Sec. 504 of the Rehabilitation Act of 1973; ADA (Americans with Disabilities Act of 1990)
What is the intent of the law?	Free appropriate education for all students with disabilities in the least restrictive environment.	Ensure that no otherwise qualified person is discriminated against in federally funded programs.
Who is covered under the law?	All infants, children and youth requiring special education until age 21 or graduation from high school.	All qualified persons who meet entry criteria of the college and can document a disability as defined by ADA.
What is a disability?	IDEA provides a list of disabilities and includes specific learning disability.	Any physical or mental impairment that substantially limits one or more major life activities.
Who is responsible for identifying and documenting need?	School districts are responsible for identifying, evaluating students, and planning educational programs.	Students are responsible for self-identifying to the college and providing documentation of their disability.
Who is responsible for initiating service delivery?	School districts are responsible for providing special instruction, individualized instruction plans, and/or accommodations.	Students are responsible for requesting disability services and/or accommodations. These are provided at no cost to the individual or family.
How are services documented?	Focused on the creation of an Individual Education Program (IEP) that will help the student participate in the general curriculum as much as possible.	Few colleges have "plans." Most outline accommodations without regard to goals or progress.
How is the curriculum affected?	Often involves significant modification of the curriculum and of assessments. For example, students may learn only the major concepts of a unit, may be able to take shortened tests, or be exempt from certain assignments.	Instructors are not required nor encouraged to fundamentally alter the content or goals of their courses, though they may be required to make changes that do not affect essential content or goals.

<p>What related services are mandated?</p>	<p>School districts must provide rehabilitation counseling, medical services, personal aides, social work and other services as needed in the school day.</p>	<p>College provide physical, academic, and program access. Related services of a personal nature are the responsibility of the individual or family.</p>
<p>What about self-advocacy?</p>	<p>The parent or guardian is the primary advocate. Students learn about their disability, the accommodations they need, and ways to become a self-advocate.</p>	<p>Students are expected to be their own advocates.</p>
<p>Who is responsible for enforcing the law?</p>	<p>IDEA is basically a funding statute, enforced by the Office of Special Education and Rehabilitation Services in the U.S. Department of Education.</p>	<p>ADA/504 are civil right statutes, enforced by the Office for Civil Rights (OCR), the Department of Justice, and the Equal Employment Opportunity Commission (EEOC).</p>