

# STUDENT EXIT SUMMARY

(UPDATED APRIL 2017)

## REQUIREMENTS

The Individuals with Disabilities Education Act (IDEA) §614(c)(5) and State regulations (§200.4(c)(4)) require the

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**WHO SHOULD BE INVOLVED  
IN COMPLETING THE  
STUDENT EXIT SUMMARY?**

The Student Exit Summary should be completed through a team process that includes the student, family, and a number of school personnel, including the special education teacher, general education teacher, guidance counselor, school psychologist and/or related services personnel who know the student best. If appropriate, adult agency personnel should be included in discussions. LEAs should establish a system to manage this process so that a quality document is completed. Development of the Student Exit Summary is a student-centered process. Conversations with the student and family should

- Information from the student and family, pertinent school staff and agency personnel regarding student abilities, strengths, skills, needs and limitations;
- Supports, accommodations, environmental modifications, and compensatory strategies that have been beneficial in supporting student success;
- Assistive technology devices and assistive services that have been helpful to the student. Include both low tech (e.g., Velcro, laminated communication boards) and high tech items (e.g., commercial communication systems; speech recognition software) from which the student has benefited;
- Individual student needs/functional limitations (eligibility for adult services, supports, and benefits are often based on deficiencies rather than strengths);
- Individual student strengths/skills so an employer or postsecondary institution, etc., has a clear understanding as to what the student can offer;
- Challenges the student might encounter in postsecondary school, employment or independent living; and
- Community agencies and adult service providers with whom the student may already be connected, with the status of those connections noted (e.g., application completed, eligibility established, acceptance into a program, etc.).

The sample form for the *Summary of Academic Achievement and Functional Performance* (Part I) provides information on the student's present levels of performance and needs with respect to:

- academic achievement, functional performance, and learning characteristics;
- social development; and
- physical development.

**PART I: SUMMARY OF  
ACADEMIC ACHIEVEMENT  
AND FUNCTIONAL  
PERFORMANCE**

**Academic Achievement, Functional Performance and Learning Characteristics** means the student's current functioning, strengths, abilities, interests, and needs in subject and skill areas, including, as appropriate:

- activities of daily living (e.g., personal care, preparing meals, household activities, and managing resources);
- level of intellectual functioning (e.g., general intelligence, attention, memory, problem-solving ability, and language functioning);
- adaptive behavior (e.g., the effectiveness with which the individual copes with the natural and social demands of the student's environment; and how the student makes judgments and decisions);

- expected rate of progress in acquiring skills and information (e.g.,

license; access to a car; and reading subway/bus schedules.

- **Personal Management Skills/Needs** - Acquiring and using information to obtain supports and services; managing finances and schedules, benefits information and planning; marketing and preparing meals; identifying accommodations; obtaining housing; and balancing leisure, work and learning needs.

**Social development** means the degree and quality of the student's current functioning, strengths, abilities, interests, and needs with respect to:

- relationships with peers and adults;
- feelings about self; and
- social adjustment to school and community environment.

Consider the following:

- **Interpersonal Skills/Needs** - Interacting with peers and authority, accepting supervision, maintaining self-control, working as a team or independently as needed, resolving differences, and asking for assistance.
- **Self-Advocacy and Self-Determination Skills/Needs** - Student awareness of how their disability affects their functioning; and student ability/willingness to seek and use supports and accommodations.

**Physical development** means the degree and quality of the student's current functioning, strengths, abilities, interests, and needs with respect to:

- motor and sensory development;
- health;
- vitality; and
- physical skills or limitations that pertain to the learning process.

Consider the following:

- **Personal Management Skills/Needs** - Medical and

**PART II: POSTSECONDARY GOALS AND RECOMMENDATIONS FOR SUPPORT**

The *Postsecondary Goals and Recommendations for Support* (Part II) section of this sample form summarizes the student's goals for postsecondary education and/or training, employment and independent living and provides recommendations to assist the student in meeting those goals.

The student's individual postsecondary goals as summarized in this section include the Measurable Postsecondary Goal statements from the student's IEP. Because the Student Exit Summary is likely to be completed several months after the annual review in which the student's postsecondary goals were originally developed, it would be important to discuss those goals with the student and family and update and/or revise those goals, as appropriate, to ensure that they remain the plans the student intends to pursue upon school exit.

**WHAT SHOULD BE CONSIDERED WHEN NOTING POSTSECONDARY GOALS?**

Postsecondary goals for the student should be individualized and aligned to the student's preference( )1010 (d t)(10 (d t)4ize (d,)2 ( iu

- the intended goal and the student's needs/functional limitations (e.g., plans to go to college but needs to