



Planning Your Future:

Educator/Parent Facilitation Guide

ABOUT

Are you an educator or a parent of a high school or college student with a disability? Then you likely know about some of the challenges that occur when students transition to life after high school. These resources can help set students up for success during that transition process.

YOUR ROLE

As teenagers or young adults, students need to be agents of their own success. Encourage your student to navigate the online resource roadmap at their own pace and in an order that matches their own plans. They can also revisit the resources at various milestones such as graduation, going to college, or seeking employment. Support your student in using the following handouts. Then have conversations with your student about their findings, including what they find interesting or concerning.

HANDOUTS FOR STUDENTS

- [Student: My Reflections and Notes](#)
- Topic-Specific Checklists and Reflection Questions
 - [Dual Enrollment Considerations](#)
 - [Understanding Your Disability and How It Impacts You](#)
 - [Searching for Information About Your College's Disability Services](#)
 - [American Job Centers Checklist](#)
- [Transition Planning Resource List](#)
- [Glossary](#)

EVALUATING YOUR STUDENT DURING TRANSITION: SUMMARY OF PERFORMANCE

Instructions

The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004 ([§Sec. 300.305\(e\)\(3\)](#)).

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 a student's eligibility for reasonable accommodations and supports in postsecondary settings. These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in postsecondary education or in the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.

The SOP is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document. The SOP must be completed during the final year of a student's high school education.

The timing of completion of the SOP may vary depending on the student's postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary when the student applies to a college or university. This information may also be necessary if a student applies for services from state agencies such as Vocational Rehabilitation (VR). In some instances, it may be most appropriate to wait until the spring of a student's final year so you can provide an agency or employer with the most updated information on the student's performance.

Part 1: Background Information – Complete this section as specified. Please note this section also requests that you attach copies of the most recent formal and informal assessment reports that document the student's disability or functional limitations and provide information to assist in post-high school planning.

Part 2: Student's Postsecondary Goals – These goals should indicate the post-school environment(s) the student intends to transition to upon completion of high school.

Part 3: Summary of Performance – This section includes three critical areas: Academic, cognitive, and functional levels of performance. Next to each specified area, please complete the student's present level of performance and the accommodations, modifications, and assistive technology that were essential in high school to assist the student in achieving progress. Please leave blank any section that is not applicable.

An **accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. Students with impaired spelling or handwriting skills, for example, may be accommodated by a note-taker or permission to take class notes on a laptop computer. An accommodation does not change the content of what is being taught or the expectation that the student meet a performance standard applied for all students.

A **modification** is defined as a change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed. Modifications are not allowed in most postsecondary education environments.

Assistive technology is defined as any device that helps a student with a disability function in a given environment, but does not limit the device to expensive or “high-tech” options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro, and other “low-tech” devices.

Completing this section may require input from a number of school personnel, including the special education teacher, general education teacher, school psychologist, or related services personnel. It is recommended, however, that one individual from the IEP team be responsible for gathering and organizing the information required on the SOP.

Part 4: Recommendations to assist the student in meeting postsecondary goals –

This section should describe any essential accommodations, assistive technology, supportive services, or general areas of need that students will require to enhance access in a post-high school environment, including higher education, training, employment, independent living and/or community participation.

Part 5: Student input (highly recommended) – It is highly recommended that this section be completed and that the student provide information related to this Summary of Performance. The student’s contribution can help secondary professionals complete the summary.

Completing this section also helps students better understand the impact of their disability on academic and functional performance in the postsecondary setting. And postsecondary personnel can more clearly understand a student’s strengths and the impact of the disability on this student. This section may be filled out independently by the student or completed with the student through an interview.

Full Template

Download the nationally endorsed [Summary of Performance full template](#) to use with students or with your IEP team.