

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.

- 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