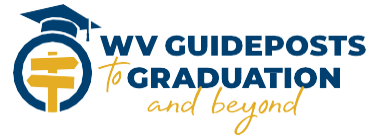


Summary of Performance



SUMMARY OF PERFORMANCE (SOP) DOCUMENTATION

Local Educational Agency (LEA) _____

Student's Full Name: _____

SOP Meeting Date: _____

School: _____

Date of Birth: _____

Parent(s)/Guardian: _____

WVEIS#: _____

Address: _____

City/State/Zip: _____

Telephone: _____

Email: _____

☐

Student is projected to graduate with a regular diploma
List expected graduation date: _____

☐

Student has reached maximum age of 21
(see date of birth above)

Purpose

The Individuals with Disabilities Education Act of 2004 [20 USCS §1414(c)(5)(B)(ii)] requires a Summary of Performance (SOP) for students exiting special education with a regular high school diploma or who reach the maximum age for eligibility. The SOP document acts as documentation that summarizes student strengths and challenges as well as successful learning strategies used while in high school. Once a student leaves high school, the adult student/parent may give permission for the SOP to be provided as appropriate to: (1) a student support services office at a college or university, (2) an agency providing services after high school, or (3) an employer. The SOP is an essential component to enable continuity of transition support for the student after graduation [34 CFR §300.305(e)(3)].

Instructions for Completing this Document

The Summary of Performance document should be completed collaboratively by a special educator and the student. Include the student as much as possible in the completion of this document. The student should feel comfortable sharing this document with potential future employers or a student support office in a college or training center. Please be sure to include the student's most recent evaluations and IEP as separate attachments when providing this document to others.

West Virginia Board of Education Policy 2419 states the meeting to review this summary of performance must be conducted no earlier than 45 days, and no later than seven days, prior to graduation or reaching the end of the school year following the student's 21st birthday [126 CSR 16-5.2.F]. This is not an IEP meeting and does not require the full IEP team. The SOP meeting can be held between the case manager and student as long as this document is signed by the adult student or parent/guardian.

I. Student Perspective

Please have the student complete the following, or when appropriate the student may dictate the information to an adult scribe.

What are your strengths?

What are your challenges?

What helped you the most in school?

What are the best ways someone can help you?

II. Postsecondary Goals – written as a SMART goal

This information can be found in the current IEP under the transition plan section.

Education/Training (required): _____

Employment (required): _____

Independent Living Skills (if appropriate): _____

III. Summary of Academic Achievement and Functional Performance

This information can be found in the current IEP under the following sections: Present Levels, PL Supplemental, Special Education and Related Services; Accommodations; and Standard Type. Include accommodations, modifications, or assistive technology used in high school.

IV. Assessment Information

This information can be found in the current IEP under the Assessment Data section. Include academic and/or functional assessments as well as transition assessments.

V. Transition Considerations

This information can be found in the current IEP under the following sections: transition activities/linkages and transition considerations. Include transition services and activities needed for attaining postsecondary outcomes, and outside agencies when appropriate.

VI. Recommendations for Meeting Postsecondary Goals

This information should be a collaboration between the student and any adult(s) who know the student well. Summary of recommendations should be 3-5 sentences long.

Signatures

Name and Title of person assisting the student with completing this form: _____

I have reviewed and agree with the content of this Summary of Performance.

Student Signature

Date

My signature below as an adult student/parent provides permission for the LEA to provide the SOP as appropriate to:

- 1) a student support services office at a college or university*
- 2) an agency paying for or providing services after high school*
- 3) an employer*

Adult Student/Guardian Signature

Date

One-Year Follow-Up Survey

This Summary of Performance helps schools contact students after they leave high school to learn how West Virginia's secondary transition services can be improved. One year after leaving high school, the school will ask students to complete a "One-Year Follow-Up Survey" about their post-school activities. Students typically complete the survey with support from a parent or adult service agency staff, when needed. The survey collects information about students' postsecondary outcomes, and any adult agency supports they receive. To learn more about the data collected, please visit [Surveys | West Virginia Department of Education](#). Survey results are used to meet federal reporting requirements and improve secondary transition planning for students with disabilities.

Prior Written Notice – only for GR01, GR02, GR03 Enrollment Codes

Student Name: _____ Date of Notice: _____

School/LEA: _____ Projected Graduation Date: _____

Action Proposed:

The Local Educational Agency (LEA) proposes to exit the student from special education and related services because the student will graduate from high school with a regular high school diploma. Graduation with a regular high school diploma constitutes a change of placement and ends the LEA's obligation to make a free appropriate public education available to the student under Individuals with Disabilities Act of 2004 (IDEA) [34 CFR 300.102(a)(3)(iii)].

Reason for the Proposed Action:

The student is expected to meet West Virginia graduation requirements and is projected to receive a regular high school diploma. Because the student is projected to graduate with a regular high school diploma, the student's eligibility for special education and related services will end upon graduation.

Evaluation Procedures, Assessments, Records, or Reports Used as the Basis for This Decision:

The LEA considered the student's current IEP, progress toward annual goals, secondary transition plan, course credits and graduation status, assessment information, Summary of Performance, and other relevant educational records.

Other Options Considered and Reasons Rejected:

The LEA considered continued special education services; however, this option was rejected because the student is graduating with a regular high school diploma. The LEA also considered whether additional evaluation was needed before graduation; this option was rejected because the Summary of Performance and existing educational records provide current information regarding the student's academic achievement, functional performance, and recommendations to support postsecondary goals.

Other Factors Relevant to the Proposed Action:

The student will receive a Summary of Performance that includes academic achievement, functional performance, assessment information, transition considerations, and recommendations to assist the student in meeting post-secondary goals. The adult student and/or parent may share the Summary of Performance with post-secondary education programs, adult service agencies, or employers as appropriate.

Procedural Safeguards:

Parents and adult students have protections under the procedural safeguards of IDEA. A copy of the procedural safeguards notice is available from the school/LEA upon request. Parents or adult students may contact the school, LEA special education director, or the West Virginia Department of Education for assistance in understanding these rights.

Parent/Adult Student Acknowledgment of Receipt:

I acknowledge that I received this Prior Written Notice regarding graduation with a regular high school diploma and the end of special education and related services.

LEA Signature: _____ Date: _____