Student Exit Summary (*suggestions for completion*)

PART I: SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

AREA	Present Level of Performance *(Upon school exit)*	Needs *(Essential accommodations, assistive technology, environmental or material resources or modifications needed)*
Academic Achievement/ Functional Performance/ Learning Characteristics: **Academic**	▪ **activities of daily living** (e.g., personal care, preparing meals, household activities, managing resources); ▪ **level of intellectual functioning** (e.g. general intelligence, attention, memory, problem-solving ability, language functioning); ▪ **adaptive behavior** (e.g., the effectiveness with which the individual copes with the natural and social demands of his or her environment; how the student makes judgments and decisions); ▪ **expected rate of progress in acquiring skills and information** (e.g., the pace in which a student learns new information or skills, in consideration of factors such as those associated with the student's levels of cognitive skills, interests, age and history of rate of progress); and ▪ **learning style** (e.g., how the student learns best such as through visual or auditory modalities, hands-on approaches, cooperative learning, repetition).	**Academic Skills/Needs-** Math; reading; writing; applying learning standards including the Career Development and Occupational Studies Standards (CDOS); note taking; writing reports; using complex math; comprehending technical information and text books; acquiring, retaining and applying complex concepts; beginning and completing tasks; maintaining attention to tasks; learning new tasks; generalizing skills; adapting to new situations; managing time; applying organizational and study skills; understanding own learning style; using computers and assistive technology; comprehending technical information; understanding safety/workplace signs; using tools & technology in the workplace; Include information from student transcripts, standardized assessments passed and at what level. Consider environmental modifications, specialized equipment, and alternate formats for text. **Problem Solving Skills/Needs** - Skills required for different environments as well as general and specific situations; goal setting and self-determination; creative thinking; understanding expectations; anticipating challenges; and making decisions. **Communication Skills/Needs** - Understanding and ability to use language to make needs known; preferred method of communication; communication systems and other communication supports used. ▪ **Technology and Managing Information Skills/Needs-** Technology across all situations-home, work, community and lifelong learning; ability to use Internet and web based

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Achievement/ Functional Performance/ Learning Characteristics: *cont.*		applications; accessing community organizations; adaptive equipment. ▪ **Career Development and Employment Skills/Needs**- Paid and unpaid work experiences; career interests; career exploration; job training; etc. ▪ **Transportation Skills/Needs** - Ability to get around the community - walking, biking, driving, taxi, subway; drivers license; access to a car; reading subway/bus schedules etc. ▪ **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; balancing leisure, work and learning needs.
Social Development:	▪ **relationships with peers and adults** ▪ **feelings about self** ▪ **social adjustment to school and community environment.**	▪ **Interpersonal Skills/Needs -** Interacting with peers and authority; accepting supervision; maintaining self control; working as a team or independently as needed; resolving differences; asking for assistance. ▪ **Self-Advocacy and Self-Determination Skills/Needs**- Student awareness of how his/her disability affects his/her functioning; student ability/willingness to seek and use supports and accommodations.

AREA	Present Level of Performance *(Upon school exit)*	Needs *(Essential accommodations, assistive technology, environmental or material resources or modifications needed)*
Physical Development:	▪ motor and sensory development, ▪ health, ▪ vitality, and ▪ physical skills or limitations that pertain to the learning process	▪ **Personal Management Skills/Needs -** Medical and mental health management; medication administration; physical ability to negotiate the environment; physical limitations & ability to function in post school setting. ▪ **Independent Living/Activities of Daily Living Skills/ Needs** - Managing health, medications & chronic or episodic medical conditions; impact of health on stamina, endurance and strength, household management; self care; accessibility of housing; negotiating the environment.

PART II: POST-SECONDARY GOALS

Post-secondary goal	Recommendations to Assist Student to Meet Post-Secondary Goals
Training: The student's individual Post-Secondary Goals as summarized in this section include the Measurable Post-Secondary Goal statements **from the student's IEP.** ***Revise if needed** **Training MP-SG examples:** "Mary's training goal is to take driver training at ABC Driving School to obtain her license." "Jose training goal is to take cooking classes at the Schodack HS Adult Education Program." "Stuart will participate in Northeast Careers supported employment program." "Alyssa will attend the Day Habilitation program at Heritage Enterprises." "Mark will take the Chamber of Commerce Small Business Management course."	▪ **the supports and accommodations** the student has benefited from **in school and in the community**; ▪ the supports and accommodations that are **recommended in post-school life** to assist the student in achieving his/her individual post-school plans; ▪ the types of supports and accommodations that may **be available through adult service providers;** ▪ the specific skills/abilities necessary for the student **to achieve the intended goal** (e.g., level of support and/or accommodations for reading required for college coursework versus those required for employment); ▪ the intended goal and the student's needs/functional **limitations** (e.g., plans to go to college but needs to continue developing self-advocacy skills needed to obtain supports and accommodations); and ▪ **adult agencies** and individuals supportive of the student that may

Post-secondary goal	Recommendations to Assist Student to Meet Post-Secondary Goals
Education: The student's individual Post-Secondary Goals as summarized in this section include the Measurable Post-Secondary Goal statements **from the student's IEP.** ***Revise if needed** **MP-SG examples:** "Mary's education goal is to attend college to obtain a four-year degree in Marine Biology. "Jose education goal is to attend ITT to obtain certification in medical technology." "Stuart will attend the EOC to pursue his high school equivalency diploma." "Alyssa will attend the Computer Assisted Design certificate program at HVCC." "Mark will enter the plumbing apprenticeship offered at the Job Center."	have **a role in supporting student achievement of post school goals** (e.g., College Disability Support Center). Provide specific contact information for individuals and agencies if available.
Employment: The student's individual Post-Secondary Goals as summarized in this section include the Measurable Post-Secondary Goal statements **from the student's IEP.** ***Revise if needed** **MP-SG examples:** "Mary's career goal is to be a marine biologist" or "Mary will be a marine biologist." "Jose's career goal is to work in the field of health care." "Stuart will be a supported worker in food services." "Alyssa will work competitively in an office occupation." "Mark will be a plumber."	Please note bullets above
Independent Living (if appropriate): The student's individual Post-Secondary Goals as summarized in this section include the Measurable Post-Secondary Goal statements **from the student's IEP.** ***Revise if needed** **MP-SG examples:** "Mary's independent living goal is to live in the college dorm." "Jose independent living goal is to live with his family but drive his own car to travel to work, school and community." "Stuart will live in a supported apartment in Cloverdale and travel to work/shopping and recreation using the public bus system." "Alyssa will live independently in her own apartment." "Mark will drive his own car and save to buy his own home.	Please note bullets above

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