



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Summary of Performance Requirement for Students with Disabilities Graduating or Reaching Maximum Age of Attendance

NUMBER: BUL-5796.1

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PURPOSE: The purpose of this Bulletin is to inform school site staff working with students with disabilities of the requirement to issue a Summary of Performance (SOP) to students with disabilities who are graduating or reaching the maximum age of attendance and to ensure that District policies related to the issuance of the SOP conform to federal legal requirements.

MAJOR CHANGES: Attachments A-2 and B-2 have been revised.

BACKGROUND: The SOP is required under the reauthorization of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). The IDEA mandates that local educational agencies provide all students with an Individualized Education Program (IEP) or Section 504 Plan who are graduating from secondary school with a diploma, or due to exceeding the age of eligibility, with a summary of the student’s academic achievement and functional performance, which must include recommendations for how to assist the student in meeting the postsecondary goals.

The SOP is also critical as a student transitions from high school to higher education, training, and/or employment. The information provided in the SOP is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to establish a student’s eligibility for reasonable accommodations and supports in postsecondary settings. It is also important for determining eligibility for services from any agency that requires documentation to provide services and/or reasonable accommodations for a student.

The SOP must be completed during the final year of a student’s high school education. The timing and completion of the SOP may vary depending on the student’s postsecondary goals.

ROUTING
 Secondary Schools
 Local Instructional Area
 Superintendents
 Instructional Directors
 Support Unit Administrators
 Secondary School Administrators
 Section 504 Designees
 Bridge Coordinators
 Special Education Teachers



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

PROCEDURES: Completing the SOP for Students with Disabilities with an IEP*

Special education teachers should refer to the directions in Attachment A-1: “Directions for Completing the Summary of Performance for Students with Disabilities on the General Curriculum” and must complete Attachment A-2: “Summary of Performance – General Curriculum” for students with an IEP who are on the general curriculum and are graduating with a diploma, or Attachment B-1: “Directions for Completing the Summary of Performance for Students with Disabilities on the Alternate Curriculum” and Attachment B-2: “Summary of Performance – Alternate Curriculum” for students with an IEP who are on the alternate curriculum and are reaching the maximum age of attendance.

Completing the SOP for Students with Disabilities with a Section 504 Plan*

Section 504 Designees should refer to the directions in Attachment A-1: “Directions for Completing the Summary of Performance for Students with Disabilities on the General Curriculum” and must complete Attachment A-2: “Summary of Performance – General Curriculum” for students with a Section 504 Plan who are graduating with a diploma.

*Note: Electronic fillable versions of these forms in WORD are available in the LAUSD and Division of Special Education E-Libraries.

**RELATED
RESOURCES:**

Individuals with Disabilities Education Improvement Act of 2004
Special Education Policies and Procedures Manual
Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act

ATTACHMENTS:

Attachment A-1: Directions for Completing the Summary of Performance for Students with Disabilities on the General Curriculum
Attachment A-2: Summary of Performance – General Curriculum
Attachment B-1: Directions for Completing the Summary of Performance for Students with Disabilities on the Alternate Curriculum
Attachment B-2: Summary of Performance – Alternate Curriculum

ASSISTANCE:

For assistance or further information regarding the SOP requirement for students with disabilities with an IEP, please contact Aaron Jeffery, Coordinator, District Transition Services, at (213) 241-8050, or via email at aaron.jeffery@lausd.net.

For assistance or further information regarding the SOP requirement for students with disabilities with a Section 504 Plan, please contact Kevin O’Connell, Director, Educational Equity Compliance Office, at (213) 241-7682, or via email at e.kevin.oconnell@lausd.net.

DIRECTIONS FOR COMPLETING THE SUMMARY OF PERFORMANCE FOR STUDENTS WITH DISABILITIES ON THE GENERAL CURRICULUM

The Summary of Performance (SOP) is required for all students with disabilities who are completing high school. The purpose of the SOP is to provide students with a summary of their academic achievement and functional performance, which must include recommendations on how to assist them in meeting their postsecondary goals. The SOP is a separate document from the IEP that condenses and organizes the key information that should follow the student to post-school activities. It is designed to assist the student in transition from high school to higher education or training, employment, and, as needed, independent living, and is helpful to establish a student's eligibility for reasonable accommodations and supports in postsecondary settings.

The SOP must be completed during the final semester of the student's high school education. Students should complete Sections 1, 2, and 3 with teacher assistance, as needed. Teachers should complete Sections 4 and 5.

Procedures

Section 1: "Student Information"

Complete this section as specified. Teachers, with the assistance of the DOTS teacher, should assist students with completing the "Adult/Community Contacts" section.

Section 2: "Postsecondary Goals"

Students should indicate their postsecondary goals within each appropriate area. School staff should complete the "Recommendations to Assist Student in Meeting Postsecondary Goals" section.

Section 3: "Student Perspective"

The purpose of this section is to allow students to express in their own words their perception of their disability and its impact within various functioning areas. Students should also identify accommodations and supports that are most useful. School staff may assist the student in completing this section.

Section 4: "School Perspective on Impact of Disability"

School staff must complete this section that describes the impact of the disability upon academic, cognitive and functional performance areas. Indicate the student's present level of performance in each functional area. The strengths should be written in an objective manner. If the student is functioning at grade level, indicate "functions at grade level."

Section 5: "Recommendations to Assist Student in Meeting Postsecondary Goals"

School staff will indicate the modifications and accommodations students may need in meeting their postsecondary goals. Check all that will support access into higher education or training, employment, and when appropriate, independent living skills.

Upon completion of the SOP, one copy should be given to the student and one copy filed in the student's cumulative record.

SUMMARY OF PERFORMANCE – GENERAL CURRICULUM

SECTION I. STUDENT INFORMATION:

Student Name:		Date of Birth:		Today's Date:	
Address:				City:	
State:		Zip:		Telephone:	
Additional Phone Contact:		Student Disability:		Student Primary Language:	
Current School:		School Telephone Number:			
Post School Contact:	District Office of Transition Services (213) 241-8050				
ADULT/COMMUNITY CONTACTS					
Agency Linkage:					
Address:					
Agency Linkage:					
Address:					
Agency Linkage:					
Address:					
Agency Linkage:					
Address:					
Agency Linkage:					
Address:					

SUMMARY OF PERFORMANCE – GENERAL CURRICULUM

SECTION II. POSTSECONDARY GOALS:

Education/Training:	My Goal:
	School's Recommendation to Achieve Goal:
Employment:	My Goal:
	School's Recommendation to Achieve Goal:
Independent Living:	My Goal:
	School's Recommendation to Achieve Goal:

SECTION III. STUDENT PERSPECTIVE:

A.	What strengths and needs should professionals know about you as you enter the postsecondary environment?

B.	How does your disability impact you in the following areas?	
	Learning:	
	Communication:	
	Mobility:	
	Employment:	
	Relationships:	
	Leisure Activity:	

SUMMARY OF PERFORMANCE – GENERAL CURRICULUM

C.	In the past, what supports have been tried by teachers or by you to help you succeed in school (e.g., aids, adaptive equipment, physical accommodations, other services)?

D.	Which of these accommodations and supports have worked best for you?

SECTION IV. SCHOOL PERSPECTIVE ON IMPACT OF DISABILITY:

Skill Area	Performance Level
Academic Areas	
Reading (basic reading/decoding, reading comprehension, reading speed)	
Math (calculation skills, algebraic problem solving, quantitative reasoning)	
Language (written expression, speaking, spelling)	
Learning Skills (class preparation, note-taking, keyboarding, organization, homework management, time management, study skills, test-taking skills)	
Cognitive Areas	
General Ability and Problem Solving (reasoning/processing)	
Communication (speech/language, assisted communication)	
Functional Areas	
Social Skills and Behavior (interactions with teachers/peers, levels of initiation in asking for assistance, degree of involvement in extracurricular activities, confidence and persistence as a leader)	
Independent Living Skills (self-care, leisure skills, personal safety, transportation, banking, budgeting)	
Career-Vocational/Transition/ Employment (career interest, career exploration, job training, employment experiences and supports)	

SUMMARY OF PERFORMANCE – GENERAL CURRICULUM

SECTION V. RECOMMENDATIONS TO ASSIST STUDENT IN MEETING POSTSECONDARY GOALS:

<p style="text-align: center;">Accommodations Support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check for understanding <input type="checkbox"/> Repeat or rephrase instructions/directions <input type="checkbox"/> Present one task at a time <input type="checkbox"/> Use of assignment notebook <input type="checkbox"/> Provide with progress reports <input type="checkbox"/> Supervision during unstructured time <input type="checkbox"/> Provide cues/prompt/reminders for rules/procedures <input type="checkbox"/> Offer choices <input type="checkbox"/> Provide note-taking assistance <input type="checkbox"/> Use of computer on campus <input type="checkbox"/> Use of a scribe/word processor <input type="checkbox"/> Use of peer tutor/staff assistance in: <input type="checkbox"/> Use of communication system <input type="checkbox"/> Other: 	<p style="text-align: center;">Response to Materials and Instruction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce/shorten test/ assignment /task <input type="checkbox"/> Extend time on in-class assignment/task <input type="checkbox"/> Use of notes for test/assignments <input type="checkbox"/> Provide open book for test/assignment <input type="checkbox"/> Differentiate projects or alternate assignments <input type="checkbox"/> Other <p style="text-align: center;">Presentation of Materials and Instruction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use books on tape and or CD <input type="checkbox"/> Modify assignments/tests to address identified needs of learning styles <input type="checkbox"/> Enlarge print <input type="checkbox"/> Provide closed caption <input type="checkbox"/> Use English language development materials <input type="checkbox"/> Use manipulative/study aides <input type="checkbox"/> Give test questions orally <input type="checkbox"/> Preview of test/assignments <input type="checkbox"/> Use of visuals aids: flash cards, maps, posters, clues <input type="checkbox"/> Other
<p style="text-align: center;">Health Care:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a cue to be reminded to take medications <input type="checkbox"/> Take medication(s) under supervision <input type="checkbox"/> Other: 	<p style="text-align: center;">Settings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access a study carrel for task/assignment <input type="checkbox"/> Sit free from visual distractions <input type="checkbox"/> Use a quiet environment-free from excessive noise <input type="checkbox"/> Other:
<p style="text-align: center;">Assistive Tools:</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Adaptive devices: <input type="checkbox"/> Assistive services: 	

DIRECTIONS FOR COMPLETING THE SUMMARY OF PERFORMANCE FOR STUDENTS WITH DISABILITIES ON THE ALTERNATE CURRICULUM

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The SOP must be completed during the final semester of the student's high school education. Teachers should assist students in completing all sections of the SOP.

Procedures

Section 1: "Student Information"

Complete this section as specified. Teachers, with the assistance of the DOTS teacher, should assist students with completing the "Adult/Community Contacts" section.

Section 2: "Postsecondary Goals"

With staff assistance, the student should indicate his/her postsecondary goals within each appropriate area. Use picture cues, CBI experiences, teacher knowledge of student interests or preferred activities, and /or home inquiries to identify goals.

Section 3: "Student Perspective"

The purpose of this section is to allow students to express in their own words their perception of their disability and its impact within various functioning areas. Students should also identify accommodations and supports that are most useful. School staff and family should assist the student in completing this section.

Section 4: "School Perspective of Impact of Disability"

School staff must complete this section that describes the impact of the disability upon academic, cognitive, and functional performance areas. Indicate the student's present level of performance in each area.

Section 5: "Recommendations to Assist Student in Meeting Postsecondary Goals"

School staff will indicate the modifications and accommodations the student may need in meeting the postsecondary goals. Check all that will support access into higher education or training, employment and, when appropriate, independent living skills.

Upon completion of the SOP, one copy should be given to the student and one copy filed in the student's cumulative record.
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SUMMARY OF PERFORMANCE – ALTERNATE CURRICULUM

SECTION I. STUDENT INFORMATION:

Student Name:		Date of Birth:		Today's Date:	
Address:				City:	
State:		Zip:		Telephone:	
Additional Phone Contact:		Student Disability:		Student Primary Language:	
Current School:		School Telephone Number:			
Post School Contact:	District Office of Transition Services (213) 241-8050				
ADULT/COMMUNITY CONTACTS					
Agency Linkage:					
Address:					
Agency Linkage:					
Address:					
Agency Linkage:					
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Agency Linkage:					
Address:					

SUMMARY OF PERFORMANCE – ALTERNATE CURRICULUM

SECTION II. POSTSECONDARY GOALS:

Education/Training:	My Goal:
	School's Recommendation to Achieve Goal:
Employment:	My Goal:
	School's Recommendation to Achieve Goal:
Independent Living:	My Goal:
	School's Recommendation to Achieve Goal:

SECTION III. STUDENT PERSPECTIVE:

A.	What strengths and needs should professionals know about you as you enter the postsecondary environment?

B.	How does your disability impact you in the following areas?	
	Learning:	
	Communication:	
	Mobility:	
	Employment:	
	Relationships:	
	Leisure Activity:	

SUMMARY OF PERFORMANCE – ALTERNATE CURRICULUM

C.	In the past, what supports have been tried by teachers or by you to help you succeed in school (e.g., aids, adaptive equipment, physical accommodations, other services)?

D.	Which of these accommodations and supports have worked best for you?

SECTION IV. SCHOOL PERSPECTIVE ON IMPACT OF DISABILITY:

Skill Area	Performance Level
Academic Areas	
Reading (basic reading/decoding, reading comprehension, reading speed)	
Math (calculation skills, algebraic problem solving, quantitative reasoning)	
Language (written expression, speaking, spelling)	
Learning Skills (class preparation, note-taking, keyboarding, organization, homework management, time management, study skills, test-taking skills)	
Cognitive Areas	
General Ability and Problem Solving (reasoning/processing)	
Communication (speech/language, assisted communication)	
Functional Areas	
Social Skills and Behavior (interactions with teachers/peers, levels of initiation in asking for assistance, degree of involvement in extracurricular activities, confidence and persistence as a leader)	
Independent Living Skills (self-care, leisure skills, personal safety, transportation, banking, budgeting)	
Career-Vocational/Transition/ Employment (career interest, career exploration, job training, employment experiences and supports)	

SUMMARY OF PERFORMANCE – ALTERNATE CURRICULUM

SECTION V. RECOMMENDATIONS TO ASSIST STUDENT IN MEETING POSTSECONDARY GOALS:

Learning	Work
<input type="checkbox"/> Repeat instructions/directions	<input type="checkbox"/> Provide progress report
<input type="checkbox"/> Provide cues/prompts/ reminders	<input type="checkbox"/> Give one task at a time or a partial task
<input type="checkbox"/> Use visual aids/assistive technology	<input type="checkbox"/> Use peer/partner assistance
<input type="checkbox"/> Use communication system	<input type="checkbox"/> Modify time on task
<input type="checkbox"/> Provide positive behavior support	<input type="checkbox"/> Model task/prompts/ cues
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Living	Play
<input type="checkbox"/> Provide intermittent support/ fade support	<input type="checkbox"/> Provide intermittent support or fade support
<input type="checkbox"/> Use visual aids/ verbal prompts	<input type="checkbox"/> Offer choice of activities
<input type="checkbox"/> Provide materials in sequential order	<input type="checkbox"/> Prompt student participating
<input type="checkbox"/> Other:	<input type="checkbox"/> Participate with the student during the activity
	<input type="checkbox"/> Other:
Travel	Community
<input type="checkbox"/> Shadow during travel	<input type="checkbox"/> Provide business location: address/ phone/directions
<input type="checkbox"/> Contact student upon arrival of destination	
<input type="checkbox"/> Use of travel notes/ cue cards	<input type="checkbox"/> Accompany student to business
<input type="checkbox"/> Use real life instruction	<input type="checkbox"/> Encourage group participation
<input type="checkbox"/> Contact Access/ taxi for student	<input type="checkbox"/> Other:
<input type="checkbox"/> Provide mobility support	
<input type="checkbox"/> Other:	
Other	
Comments: (medications taken, assistive devices/equipment used, etc.):	