

The Summary of Performance

For students with a 504 plan or an Individual Education Program (IEP), the Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 2004 and is necessary under the section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The SOP must be completed during the last year in school and go with the student upon exiting the program. Information contained in the student's SOP will help determine eligibility for reasonable accommodations and supports in postsecondary settings. The language of IDEA 2004 states the following:

For a child whose eligibility under special education terminates due to graduation with a regular diploma or due to exceeding the age of eligibility, the local education agency "shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals" §Sec. 300.305(e)(3).

Although the SOP is not intended to be part of the IEP, the effectiveness of the SOP is increased when the information is linked to the IEP process. The importance of this linkage is clear in that both the Exit IEP and the SOP are culminating documents. Additionally, the SOP needs to include pertinent information that will be found on the IEP. One important difference between the two documents is the emphasis of the SOP on "establishing the student's eligibility for reasonable accommodations and supports in postsecondary settings."

The Transitions Curriculum has helped thousands of students through this process for the last ten years as students have participated in developing their **Transitions Portfolio**. In this process, students gathered information throughout the lessons and compiled a portfolio that contained much of the information that is now required by the SOP. This new edition of *The Transitions Curriculum* strengthens the alignment between the *Transition Portfolio* and the SOP by designating specific lessons that support the IDEA requirements.

Using *The Transitions Curriculum* to Develop the Summary of Performance

The Transitions Curriculum, Volume 1, *Personal Management* offers students and teachers a lesson (Unit 1, Lesson 8) that introduces the *Summary of Performance* (SOP) and the requirements. Additional lessons throughout *Personal Management* will assist students by providing activities that support and generate information needed to complete the SOP. These lessons will be identified with an icon next to the lesson title. Students will compile this information into a *Transition Portfolio* that can then be used to fulfill the requirements for completing the SOP. The SOP form will be completed during the students' final year in school by using the information in the *Transition Portfolio* and other information available in the student's IEP and school records.

Although Volume 1, *Personal Management* is designed to provide a comprehensive *Transition Portfolio* full of the information needed to support the final SOP document, Volumes 2 and 3 of *The Transitions Curriculum* fully support the intent of the Summary of Performance by preparing the student for a successful transition from school to adult life.

Volume 1, *Personal Management* contains 30 lessons that specifically support development of the Summary of Performance. These lessons are identified with a special SOP icon symbol" (shown here) next to the lesson title providing a signal for the student to include this information in their *Transition Portfolio*. All lessons in this volume provide valuable information for the SOP, however, it is especially important for students to complete each of the designated SOP lessons.

