



**SUMMARY OF PERFORMANCE\***

***Secondary Transition***

**(92 NAC 51-006.06E1)**

**Purpose:** IDEA and Rule 51 require that, for a student whose eligibility under special education terminates due to graduation with a regular diploma or due to exceeding the age of eligibility, the school district “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.” This information is intended to provide the student with useful information for the transition from high school to adult living, higher education, teaching, and/or employment.

**Student Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_ **Current Date:** \_\_\_\_\_

**School/District :** \_\_\_\_\_ **Date of Exit:** \_\_\_\_\_

**Measurable Postsecondary Goals:** (Indicate what the student expects to achieve in each of the following areas after high school)

Training:

Education:

Employment:

Independent Living (if appropriate):

\*While use of this specific form is not required, it is suggested that the components that are included will assist in meeting the intent of the Summary of Performance requirement. Teams may find it useful to complete the form early in the transition planning process, with updates as needed, and final completion prior to the student’s exit. This form may be used as a supplement to other educational records (such as MDT and IEP) that should be provided to the student upon exit.

**Summary of student's academic achievement and functional performance:** (Example: Student completed general math classes, can use a calculator, manage a checking account and perform other consumer math functions. This section may also include accomplishments related to the measurable postsecondary goals)

Training:

Education:

Employment:

Independent Living (if appropriate):

**Supports and services recommended to assist the student in achieving his or her measurable postsecondary goals:**  
(Example: Student will need assistance with budgeting and bill paying to live independently. Student will need a note taker and extended time on tests in classes at the college level. Student will learn best at the worksite with verbal instruction and demonstration.)

Training:

Education:

Employment:

Independent Living (if appropriate):

## Post-School Follow-Up

All states are required to collect information on students with disabilities after leaving high school. In Nebraska, this information will be used to improve statewide services and to provide feedback to school districts to help them improve to prepare students for life after high school. You will be asked to provide information before you leave high school on how you can be contacted in the future. Approximately one year after high school, you will be contacted by phone to gather information regarding employment and educational experiences.

### Adult Agency/Community Contacts:

Agency: \_\_\_\_\_

Name/Position: \_\_\_\_\_

Status of referral: \_\_\_\_\_

Phone: \_\_\_\_\_ e-mail: \_\_\_\_\_

Agency: \_\_\_\_\_

Name/Position: \_\_\_\_\_

Status of referral: \_\_\_\_\_

Phone: \_\_\_\_\_ e-mail: \_\_\_\_\_

Agency: \_\_\_\_\_

Name/Position: \_\_\_\_\_

Status of referral: \_\_\_\_\_

Phone: \_\_\_\_\_ e-mail: \_\_\_\_\_

Agency: \_\_\_\_\_

Name/Position: \_\_\_\_\_

Status of referral: \_\_\_\_\_

Phone: \_\_\_\_\_ e-mail: \_\_\_\_\_

### High School Contact:

Name/Position: \_\_\_\_\_

Phone: \_\_\_\_\_ e-mail: \_\_\_\_\_

### Team members contributing to this summary:

Student: \_\_\_\_\_

Name/Position: \_\_\_\_\_

Name/Position: \_\_\_\_\_

Parent(s): \_\_\_\_\_

Name/Position: \_\_\_\_\_

Name/Position: \_\_\_\_\_

**Copies to:** Student, Parent(s), School, Other: \_\_\_\_\_