

# STUDENT EXIT SUMMARY

(UPDATED APRIL 2017)

## REQUIREMENTS

The Individuals with Disabilities Education Act (IDEA) §614(c)(5) and State regulations (§200.4(c)(4)) require the

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**WHO SHOULD BE INVOLVED  
IN COMPLETING THE  
STUDENT EXIT SUMMARY?**

The Student Exit Summary should be completed through a team process that includes the student, family, and a number of school personnel, including the special education teacher, general education teacher, guidance counselor, school psychologist and/or related services personnel who know the student best. If appropriate, adult agency personnel should be included in discussions. LEAs should establish a system to manage this process so that a quality document is completed. Development of the Student Exit Summary is a student-centered process. Conversations with the student and family should

- Information from the student and family, pertinent school staff and agency personnel regarding student abilities, strengths, skills, needs and limitations;
- Supports, accommodations, environmental modifications,

- expected rate of progress in acquiring skills and information (e.g.,

license; access to a car; and reading subway/bus schedules.

- **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; and balancing leisure, work and learning needs.

**Social development** means the degree and quality of the student's current functioning, strengths, abilities, interests, and needs with respect to:

- relationships with peers and adults;
- feelings about self; and
- social adjustment to school and community environment.

Consider the following:

- **Interpersonal Skills/Needs** - Interacting with peers and authority, accepting supervision, maintaining self-control, working as a team or independently as needed, resolving differences, and asking for assistance.
- **Self-Advocacy and Self-Determination Skills/Needs** - Student awareness of how their disability affects their functioning; and student ability/willingness to seek and use supports and accommodations.

**Physical development** means the degree and quality of the student's current functioning, strengths, abilities, interests, and needs with respect to:

- motor and sensory development;
- health;
- vitality; and
- physical skills or limitations that pertain to the learning process.

Consider the following:

- **Personal Management Skills/Needs** - Medical and

**PART II: POSTSECONDARY  
GOALS AND  
RECOMMENDATIONS FOR  
SUPPORT**

The *Postsecondary Goals and Recommendations for Support* (Part II) section of this sample form summarizes the student's goals for postsecondary education and/or training, employment and independent living and provides recommendations to assist the student in meeting those goals.

The student's individual postsecondary goals as summarized in this section include the .i.5, ( s)u2 (r)7b (al)1e4 ( )17 (P)0 (os)4 ( )

- the intended goal and the student's needs/functional limitations (e.g., plans to go to college but needs to