New York State Education Department
Office of Special Education
Educational Partnership

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Developing an Effective Student Exit Summary

Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University.

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Disclaimer

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Meet and Greet

Introduce yourself (name, school/district, role).

Think about something you would like to know about Student Exit Summaries.

Share your answer with the group.

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Learning Objectives

Participants will:

- Learn the federal and state requirements for the Student Exit Summary.

- Recognize and identify quality components of a Student Exit Summary.

- Analyze the importance of students' self-determination skills in making the Student Exit Summary a meaningful and relevant document.

- Identify a process for the development and issuance of the Student Exit Summary that is student-centered.

Materials

Handout

- What is an Exit Summary?
- Student Exit Summary Guidance
- Guidance Document Tour
- Guidance Document Tour Answer Key
- Student Exit Summary Form
- Skills Credential Form

- Skills Credential Directions
- Adult Service Agencies
- Student Exit Summary Bobby
- Student Exit Summary Frank
- Student Exit Summary Sofia
- Student Exit Summary Worksheet

What is Transition Planning?

- Transition planning is an ongoing process that is student-centered, culturally responsive, and a collaborative effort to prepare students with disabilities for life after high school.

- Transition planning includes the following student-focused questions:

Where are you now?

Where do you want to go?

How do you get there?

Capturing Essential Information for Students and Families

- The Student Exit Summary links secondary transition planning to next steps in the adult world.

- It provides a written overview of the student's academic achievement and functional performance.

- It includes recommendations to support continued skill development and goal achievement.

Federal and State Requirements

Federal Regulations

34 CFR §300.305(e)(3)

"For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must 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."

New York State (NYS) Regulatory Requirement

§200.4(c)(4)

A school district is not required to conduct a reevaluation of **a student before** the termination of a student's eligibility due to **graduation** with a local high school or Regents diploma **or exceeding the age eligibility** for a free appropriate public education but **is required to provide** such student with **a summary of the student's academic achievement and functional performance**, which shall include recommendations on how **to assist the student in meeting his or her postsecondary goals**.

Who is Required to Receive the Student Exit Summary?

Students with disabilities exiting with a:

- Regents or local diploma
- Skills and Achievement Commencement Credential
- Career Development and Occupational Studies (CDOS) Commencement Credential as a standalone exiting credential

NYSED **recommends** that a Student Exit Summary be provided to students exiting with a High School Equivalency Diploma.

Students Placed Outside the District

For students in an out-of-district placement, such as a Board of Cooperative Educational Services (BOCES) program, the district will need to collaborate with that program to determine who will complete the Student Exit Summary.
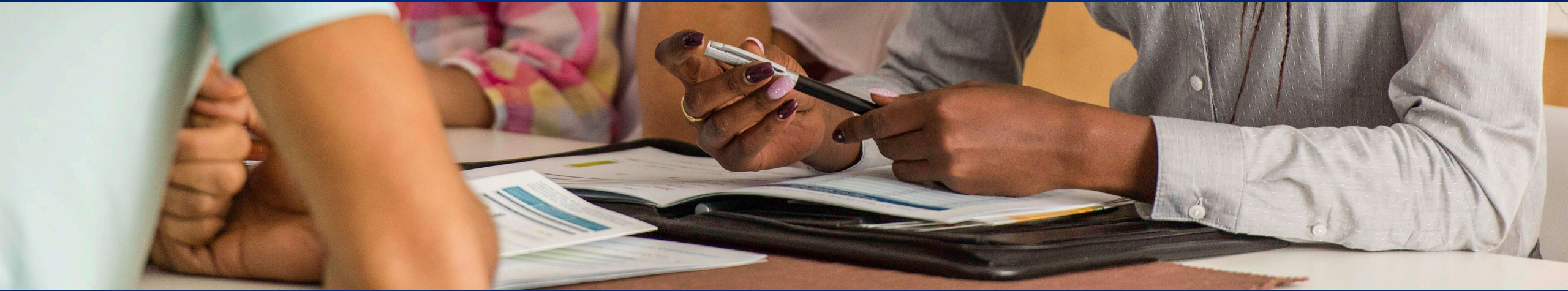
When is the Student Exit Summary Provided to the Student?

The Student Exit Summary is completed and given to the student during their exiting year.

Remember, the Student Exit Summary should be current and based on updated information.

Discussion

NYS Student Exit Summary Guidance and Sample Forms

Purpose of Student Exit Summary

- Provides the student with essential information to consider as the student transitions from secondary school.

- Should be a useful and relevant document that summarizes individual student abilities, skills, needs, and limitations and provides recommendations to support successful transition to adult living, learning, and working.

- Designed to assist the student in establishing eligibility for reasonable accommodations and supports in postsecondary settings, the workplace, the community, and to aid the student in accessing adult services.

- Should help the student better understand the impact of their disability and articulate individual strengths and needs and supports that would be helpful in post-school life.

The Difference Between Eligibility for Services Changes Upon Transition to The Adult World

- High school services are provided under the Individuals with Disabilities Education Act (IDEA) where students have a right to certain benefits and privileges.

- Once a student exits high school, with either a diploma or attending until the age of 22, accommodations may be provided under the Americans with Disabilities Act (ADA).

IDEA vs. ADA

High School (IDEA)	Postsecondary (ADA)
Parents/guardians and students advocate	Young adults self-identify and self-advocate
Parents/guardians have access to student records	Young adults have sole access to their records unless consent is given
School district is responsible for student's evaluation at no cost to the family	Young adults are responsible for their own evaluation
Parents/guardians and teachers set goals and management needs for students, including time management and organization	Young adults must organize and structure their own time
Grading and curriculum standards may be modified according to student's needs if the student is alternately assessed	Young adults attending an education/training program have grades based on merit
Provide related services	Provide access to any activity sponsored by the institution and/or agency
Transportation is provided if necessary	Transportation is the young adults' responsibility

Student Exit Summary Can Be Used to:

- Assist with eligibility for
  - Adult vocational rehabilitation (VR) services
  - Financial benefits
  - Residential placements
- Supplement documentation necessary for accommodations in college
- Summarize skills and strengths necessary for successful employment

Quality Student Exit Summaries

- Contain a useful and relevant written report
- Are developed by a team including student and family
- Look ahead to the student's immediate and long-term goals
- Are not merely summative documents reflecting the student's high school record
- Describe abilities, strengths, needs, and challenges of the student upon their exit from high school
- Describe services and supports that will likely be of assistance to the student in post-school life

NYSED Student Exit Summary Guidance Document

Handout

This comprehensive document includes:

- The requirements of the Student Exit Summary

- The purpose of the Student Exit Summary

- The timeline for development and issuance of the Student Exit Summary

- Summary of Academic Achievement and Functional Performance and Postsecondary Goals and Recommendations for Support

- Recommendations to Assist the Student in Reaching their Postsecondary Goals

Take a Tour of the NYSED Guidance Document

- Take out the **"Guidance Document Tour"** sheet and the **"Student Exit Summary Guidance."**

- Locate where the information listed is found.

- Write down your answers (include category and page number).

Student Exit Summary Part I

Provides current information on the student's *present levels of functioning* and *needs* with respect to:

- Academic achievement

- Functional performance

- Learning characteristics

- Social development

- Physical development

Provides information and recommendations addressing the student's future after high school including:

- The student's postsecondary goals
- Specific suggestions for supports utilized by the student to increase successful outcomes such as:
  - Accommodations
  - Adaptive devices and assistive technology supports
  - Compensatory strategies
  - Agencies and individuals who can support the student after high school

Student Exit Summary Part II

Skills and Achievement Exit Summary

Handout

Students exiting with the Skills and Achievement Commencement Credential must receive a student exit summary that documents the following:

- Academic skills, as measured by the New York State Alternate Assessment (NYSAA)
- Work-based learning (WBL) experiences
- CDOS skill attainment level
- Student strengths, preferences, and interests
- Measurable postsecondary goals
- Recommendations for supports needed
- State/community agency referrals

Connecting Students to Supports

All students need to be connected to programs, services, activities, and supports that help them gain access to chosen post-school options. All youth may need one or more of the following:

- Mental and physical health services

- Transportation

- Housing

- Tutoring

- Financial planning and management

- Post-program supports through structured arrangements in postsecondary institutions and adult service agencies

- Connection to other services and opportunities (e.g. Recreation)

Who's Who?

State Agency Providers

- Adult Career and Continuing Education Services—Vocational Rehabilitation (ACCES-VR)

- New York State Commission for the Blind (NYSCB)

- Office for People with Developmental Disabilities (OPWDD)

- Office of Mental Health (OMH)

- Independent Living Centers (ILC)

- Workforce Development Programs

Handout

Developing the Student Exit Summary

Who Should Be Involved in Completing the Student Exit Summary?

The Student Exit Summary should be completed by a **team** that includes:

- Student

- Family

- School personnel
    - Special education teacher
    - General education teacher
    - School psychologist
    - School counselor
    - Related service providers
    - Adult service providers (if appropriate)

Guiding Questions for the Team

- What currently helps the student in school and in the community?

- What will assist the student with achieving post-school plans?

- Which options are available to the student through adult service providers?

- What are the specific skills/abilities necessary?

- What are the student's needs?

- Which agencies and individuals will support the student after high school?

Developing the Student Exit Summary—Sources for Consideration

- Individualized Education Program (IEP)—Student Voice, Present Levels of Performance, and Measurable Postsecondary Goals

- Family/caregiver input

- Adaptive and Functional Behavior, Psychological, and Strength-Based Assessments

- Career and Technical Education (CTE) coursework and progress

- Employability Profile

- Transcripts and Career Plan

- High- and low-tech assistive technology needs, modifications, and accommodations

- Disability eligibility documentation, current and potential adult agency connections

Attainment of Universal Foundation Skills

CDOS Standard 3a

Basic Skills
- Can read
- Can write
- Performs math functions
- Listens effectively
- Speaks clearly

Personal Qualities
- Responsibility
- Ability to plan
- Ability to take independent action
- Integrity/honesty
- Self-determination and ability to self-evaluate knowledge, skills, and abilities

Thinking Skills
- Can think creatively
- Uses decision-making skills
- Thinking leads to problem solving
- Knows how to learn
- Applies knowledge to new situations

Systems
- Improves and designs systems
- Monitors and corrects performances
- Understands how systems perform related to goals, resources, and organizational function

Attainment of Universal Foundation Skills (continued)

Managing Resources
- Understands how to use materials, facilities, time, money, human resources, networking

Managing Information
- Acquires and evaluates information
- Organizes/maintains information
- Interprets/communicates information
- Uses computers to enter, modify, retrieve, and store data

Technology
- Selects/applies technology
- Maintains equipment
- Designs and creates to meet needs

Interpersonal Skills
- Teaches others
- Serves clients
- Exercises leadership
- Negotiates/communicates
- Works as a member of a team
- Works with diversity

Making the Student Exit Summary An Effective Tool Students Can Use

- Written in student-friendly language

- Involves the student in its development

- Can be written to the student, rather than about the student

Since the student is responsible for sharing it and using it as a tool moving forward, self-determination skills will be essential.

Self-Determination and the Student Exit Summary

Self-Determination Student-Friendly Definition

"Being self-determined means acting or causing things to happen as you set and work toward goals in your life."

Self-Determination and Navigating Adult Services

- In order to navigate adult services, self-determination skills are key.

- Students and their families will need to advocate with adult service providers and share their needs.

- Students will need to understand their disability and their own preferences, strengths, and needs.

Components of Self-Determined Action

- Make choices

- Express preferences

- Solve problems

- Set and attain goals

- Self-advocate

- Acquire self-awareness and self-knowledge

Sample Student Exit Summaries

Student Exit Summary: Bobby

- Bobby is graduating with a local diploma and CDOS Credential.
- Bobby's Measurable Postsecondary Goals are to:
  - Attend college and earn a degree in culinary arts
  - Work part-time in a restaurant while attending college and then work full-time as a cook
  - Live at home while attending school and then live independently in his own apartment
- Bobby has needs in the following areas:
  - Math
  - Reading
  - Communicating his emotions

Reviewing Bobby's Student Exit Summary

Questions to Consider

- What do you notice about the amount of information? Is it clear?

- What is the level of the language used in the document?

- Who is the audience of the student exit summary?

Handout

Student Exit Summary: Frank

- Frank is exiting with a Skills and Achievement Commencement Credential.

- Frank's Measurable Postsecondary Goals are to:
  - Complete horticulture classes at the Cooperative Extension
  - Attend a Day Habilitation program part-time to continue instruction on money and health management and employability skills
  - Work part-time at a local garden center or organic farm
  - Live in a group home

- Frank has needs in the following areas:
  - Academic skills
  - Household tasks

Reviewing Frank's Student Exit Summary

Questions to Consider

- What do you notice about the amount of information? Is it clear?

- What is the level of the language used in the document?

- What are the similarities with Bobby's Student Exit Summary? Differences?

Handout

Student Exit Summary: Sofia

- Sofia is exiting with a Skills and Achievement Commencement Credential.

- Sofia's Measurable Postsecondary Goals are to:
  - Learn work skills in a pre-vocational program at a local agency
  - Be employed in a store stocking shelves with the support of a job coach
  - Live with her family and use public transportation to travel to/from work and leisure activities

- Sofia has needs in the following areas:
  - Working on a team
  - Social interactions
  - Managing information
  - Household chores
  - Navigating the community
  - Adapting to new situations
  - Understanding and following the rules

Reviewing Sofia's Student Exit Summary

Questions to Consider

Discussion   Handout

- What do you notice about the amount of information? Is it clear?

- What is the level of the language used in the document?

- What are the similarities with Bobby's Student Exit Summary? Differences?

Educational Organization (EO) Practices and Processes

Identifying Practices and Processes

- Identify who, what, when, where, and how the Student Exit Summary will be developed.

- Identify who, what, when, where, and how the Student Exit Summary will be provided to the student.

- Address how the student will share the contents of the Student Exit Summary with adult service providers, including next steps.

- Inform students and families of how and where to store the Student Exit Summary.

Annual Review vs. Exit Meeting

§200.1(c)

- Annual review Committee on Special Education (CSE) meetings convene to determine the continuation, modification, or termination of the provision of special education programs and services for the student to the board of education.
  - Must adhere to regulations for meeting notices, required members, and when meeting will occur
  - Student continues to be eligible for Free Appropriate Public Education (FAPE) and will still be in school in the upcoming school year

- Exit meeting
  - Optional, but **highly** encouraged
  - Student no longer eligible for FAPE and will not be in high school in the upcoming school year

Student Involvement in the Exit Summary Process

- A natural outgrowth of student involvement in the IEP process
- Prepares students to use the document after high school
- Further develops the self-determination skills needed for success post high school

Let's Review!

Key Ideas for the Student Exit Summary

- A useful and relevant written report mandated by law and regulation

- Developed by a team including student and family

- Describes abilities, strengths, needs, and challenges

- Describes services and supports that will likely be helpful to the student in post-school life

- The development of self-determination skills is essential for students to utilize the tool effectively

Present Status and Aspirations

Handout

1. List any strategies that you and/or your EO currently use to develop and issue the Student Exit Summary.

2. Reflect or list any strategies learned today that you will incorporate into your practice.

3. Share and swap ideas with colleagues.

Student Exit Summaries
What is your present status? What is your desired level?

Where do you currently stand with regard to the development of the Student Exit Summary to improve student outcomes in your district/agency?

What new ideas do you have after having dialogue with professionals from other districts/agencies?

Seek first to understand, then to be understood

Questions and Answers

Resources

- Guideposts for Success 2.0
- Individual Plan for Employment Policy and Procedure
- Introduction to the ADA
- NYSED Skills and Achievement Commencement Credential
- NYSED Student Exit Summary
- NYSED Transition from School to Post School for Students with Disabilities

References

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Contact Us

TAP for Transition

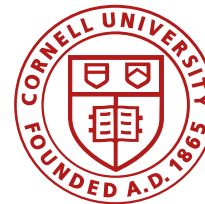Jessica Ellott, Director

TAPtransition@cornell.edu

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