



Summary for Post-Secondary Living, Learning, and Working
(To be completed at exit prior to graduation)

Student Name: _____ Birthdate: ____/____/____ Date: ____/____/____

Attending District: _____ Date of Exit: ____/____/____

Building: _____

Post-Secondary Expectations:

Living:

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Learning:

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Working:

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Recent Special Education Services (Indicate all received within three years prior to exit.)

- Behavior Supports, Communication, Braille Instruction, Assistive Technology, Accommodations, ESL Services, Modifications, Specially Designed Instruction, Health, Additional Services (e.g. Speech, Occupational Therapy, Physical Therapy, Transportation)

Goal Areas (Within three years prior to exit)

Describe Student's Current Levels of Performance, as Related to Living, Learning, Working. (Include type of assessment, date of administration, and results)

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Describe Functional Impact of the Disability (as related to Living, Learning, Working)

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Response to Instruction and Accommodations (As Related to Living, Learning, Working)

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Recommendations for: (include suggestions for accommodations, linkages to adult services, or other supports)

Living

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Learning

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Working

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Adult/Community Contacts:

Agency _____ Status _____

Name/Position _____ Phone _____

Agency _____ Status _____

Name/Position _____ Phone _____

Agency _____ Status _____

Name/Position _____ Phone _____

High School Contacts:

_____ Phone _____

Additional team members contributing to this summary:

When an eligible individual graduates or ages out the school district and/or AEA, depending upon the services provided, must provide the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's post-secondary goals. The *Summary for Post-Secondary Living, Learning and Working* and the *SUPPORT FOR ACCOMMODATION REQUEST (SAR)* have been developed to meet this requirement. The SAR is used when a student will be enrolling in a two or four-year college. Use the *Summary for Post-Secondary Living, Learning and Working* in other circumstances.

Date. Information may be added to the summary throughout the student's last year of school. This is the date the Summary for Post-Secondary Living, Learning, and Working form was finalized.

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Date of Exit. This is the date the student will exit special education services, typically a graduation date.

Post-Secondary Expectations. Transition assessments of a student aged 14 or older, are described on Page B of the IEP. Based on these assessments, describe the post-secondary expectations for living, learning, and working. The statements should be very specific and current at the time of exit. If the summary sheet is completed early in the student's last year of school, the information should be reviewed and updated, as appropriate, at the time of exit.

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Recent Special Education Services. Identify *all* special education services the student received in the last three years. *Remember to consider work experience, adaptive PE, or any other services that were delivered that might not be listed.*

Goal Areas. Record any goal areas included in the student's IEP over the last three years. List goal areas only once. *Use meaningful language for students, families, and adult service providers.*

Examples: reading, financial literacy, self-responsibility, employability skills, etc.

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Describe Student's Current Levels of Performance, as Related to Living, Learning, and Working. Include type of assessment, date of administration, and results. This section may help adult service providers and other organizations or institutions determine eligibility for services.

Information included here is directly related to the post-secondary expectations on Page B on the IEP and "current levels of performance" on each goal page. Assessment information may come from formal or informal assessment techniques. This section should not exclusively be scores or percentages: it could include observations and situational assessment information. *Remember keep it family friendly!*

Describe Functional Impact of the Disability. This information describes the impact of the disability and answer the "so what" question: How does the disability impact the application of skills and the completion of tasks in learning, living, and working?

Domains to consider in this section include: mobility, self-care, self-direction, cognitive/motor skills, work tolerance, interpersonal skills, and sensory/verbal communication.

Information to complete this section may be found on Page B, goal pages, and Page F of the IEP.

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Response to Instruction and Accommodations as related to living, learning, and working. Describe accommodations/instructional strategies that *have and have not* worked and when. Progress monitoring, teacher input, and the IEP review should provide the necessary information to know when a student is or is not responding to an accommodation or instructional strategy.

This section may help adult service providers and other organizations or institutes that are developing a plan or program for the student to identify service or support needs.

Recommendations for Living, Learning, and Working. Include suggestions for accommodations, linkages to adult services, or other supports.

Make the recommendations specific to each individual student. Use the Post-Secondary Expectation information (*Page B of the IEP or the Post-Secondary Expectations section of this document*) to determine recommendations that would be helpful for the student to successfully pursue the post-secondary expectation in each of the areas of living, learning, and working. Avoid a laundry list of recommendations.

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Adult/Community Contacts. This section is designed to assist students and families in contacting or staying in contact with community agencies or organizations.

Agency: Identify the name of the agency the student has already been referred to or an agency that would be helpful based upon the recommendations made in the previous section of the document.

Status: Indicate the current (i.e., at the time of student exit) status of a referral or transition activity, such as referral made, active case, student on waiting list, and so forth.

Name/Position: The name and position of the contact person within the identified agency.

Phone: The phone number of the contact person within the identified agency.

High School Contacts. Indicate the name and position of one person within the high school that may be contacted in the future. Those who may have questions in the future include the student, family, adult or community service providers, or post-secondary institutions.

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Additional team members contributing to this summary. Identify members of the IEP team who provided information for the development of the Summary of Post-Secondary Living, Learning, and Working.

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