



Summary of Performance

Maine Unified Special Education Regulations (MUSER) V.3.F(2)(b)

Date Given to Child:		SAU:	
Child's Name:		School:	
Date of Birth:	Grade:	School Phone:	
Parent/Guardian Name:		School Address:	
Parent/Guardian Address:		City, State Zip:	
Parent/Guardian City, State Zip:		School Contact:	

Purpose: The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Act (IDEA) 34 CFR 300.305(e)(3) and must be completed on this form and format. The SOP is important to assist the children graduating from high school to higher education, training and/or employment. The SOP is needed for children graduating with a standard diploma and for children who have exceeded the age of eligibility (age 20) for special education services.

*These recommendations should **not** imply that any individual who qualified for special education in high school will automatically qualify for Section 504 services in a post-secondary education or employment setting. Post-secondary settings will continue to make eligibility decisions on a case-by-case basis when a child self identifies to a post-secondary institution.*

Section I: Summary of Academic Achievement

The following is a summary of the child's academic achievement. Data from the following could be used in development of this summary: transcripts, report cards, reports of standardized test results and reports of progress toward meeting IEP goals (any attachments **must** be summarized in the appropriate section below).

Section II: Summary of Functional Performance

The following information is a summary of the child's functional performance, i.e., life/community access skills and vocational skills, essential accommodations/modifications and/or assistive technology that may have been utilized in accessing the high school environment.

Section III: Recommendations to assist the child in meeting post-secondary goals

The following are suggestions for accommodations to enhance access to the following post-high school environments.

Education

Employment

Training

Independent Living Skills (optional)