



## Summary of Performance

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

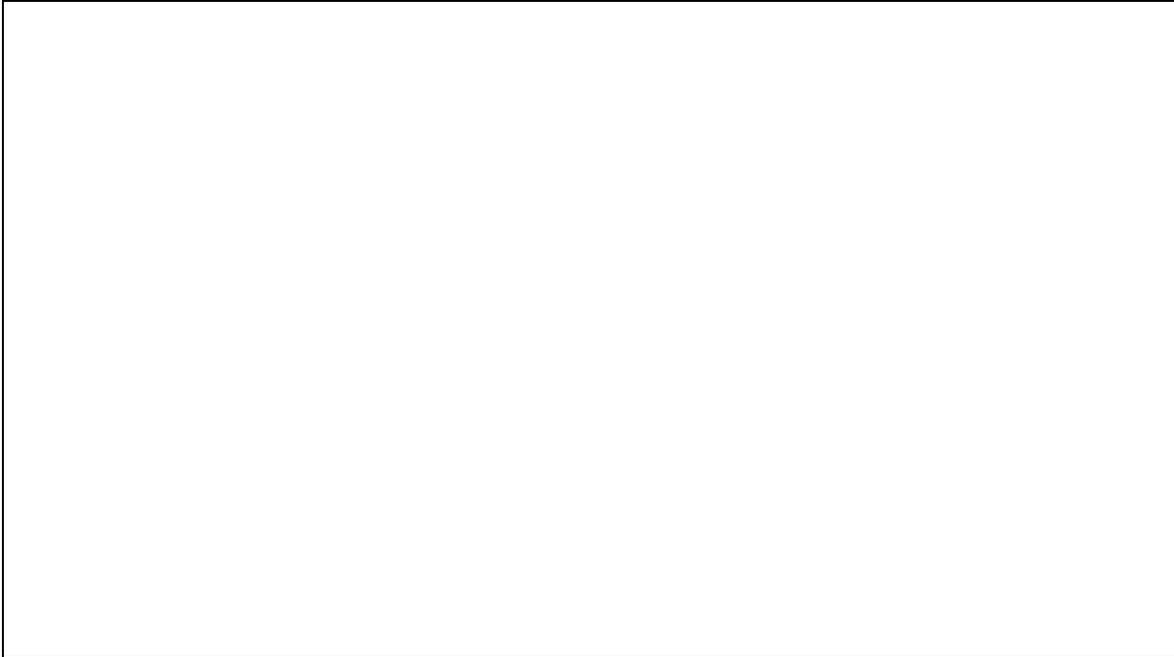
Date given to student:		SAU:	
School:		Grade:	
Date of birth:		Child's name:	
Parent/guardian name:		Parent/guardian address:	
Parent/guardian telephone:			
Parent/guardian name:		Parent/guardian address:	
Parent/guardian telephone:			

**Purpose:** The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act (IDEA) 34 CFR 300.305(e)(3) and must be completed on this form and format. The SOP is important to assist the students graduating from high school to higher education, training and/or employment. The SOP is needed for students graduating with a standard diploma and for students 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 student self identifies to a post-secondary institution.*

### Section I: Summary of academic achievement

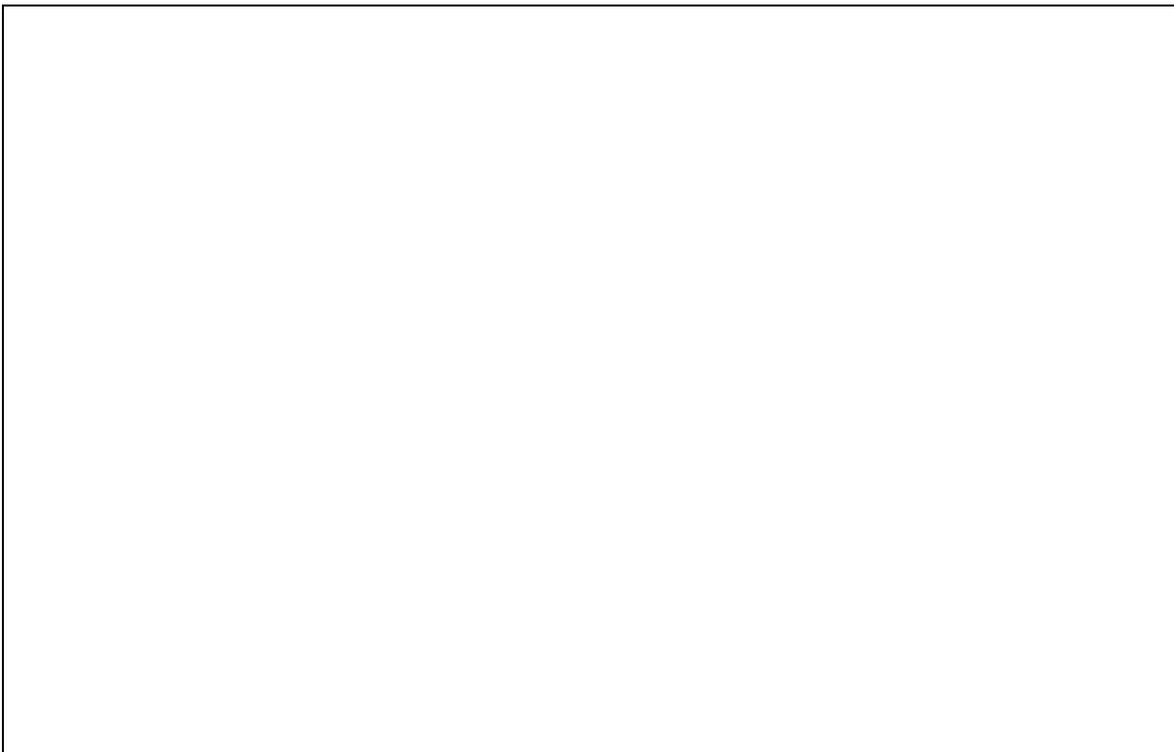
The following is a summary of the student's academic achievement. Data from the following could be used in development of this summary: transcripts, report cards, reports of standardized test results and reports of progress toward meeting IEP goals (any attachments **must** be summarized in the appropriate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

Child's name:  
Date:



**Section II: Summary of functional performance**

The following information is a summary of the student'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.



Child's name:  
Date:

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

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

Education:

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Employment:

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Training:

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Child's name:  
Date:

Independent living skills  
(optional):

