

SUMMARY OF PERFORMANCE

SPECIAL EDUCATION - GUIDANCE BRIEF



When a student exits from special education as a result of earning a regular standard high school diploma, when exceeding the age of a Free Appropriate Public Education (FAPE), or anytime when a student exits from special education after earning an alternate diploma, the LEA must provide the adult student or guardian with a **written notice** and a **summary of performance (SOP)**.

Written Notice

- When the student graduates with a standard/regular high school diploma or reaches maximum age, the **written notice** explains that the LEA's obligation to provide special education services ends. Based on Oklahoma Statute 70 O.S. § 5-132.1(B), a student reaches maximum age when they are 22 or older on September 1 of a school year; and therefore are no longer eligible for FAPE in Oklahoma. The LEA may deny admittance of persons over the age of 21 on or before September 1.
- When a student chooses to exit after earning an alternate diploma, the **written notice** explains the student is still eligible for FAPE until he or she reaches maximum age. Continued enrollment for FAPE is not required, but must be offered, and enrollment need not be consecutive.

Summary of Performance (SOP)

The **SOP** is a written summary of the student's academic achievement and functional performance along with recommendations concerning how to assist the student in meeting postsecondary goals. The SOP should contain the most updated information on the performance of the student and include both the student's abilities and aspirations. The intent of the SOP is to provide crucial information to those assisting the student in reaching their postsecondary goals by providing a useful document that profiles the student. A well-written SOP can contribute to the student's seamless transition to adulthood.

The SOP must be completed during the final year of the student's high school before he/she exits. This includes students who graduate with a standard diploma and students who graduate with an alternate diploma but **do not** plan to return for FAPE. For students graduating with an alternate diploma who continue for FAPE, the SOP is completed at the time of exit. More than one SOP may be required for students who exit after receipt of an alternate diploma then choose to return for FAPE at any time until they reach maximum age.

Student Involvement

The student should be an active participant in the IEP process and the development of the SOP. He/she can compile transition assessment information, identify useful accommodations, detail postsecondary goals, and make plans to achieve those goals. The student needs opportunities to communicate his/her strengths, preferences, interests, and needs. It is important to become comfortable with and knowledgeable about the information he/she will be sharing with postsecondary providers.

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Tips for Teachers

Educators should seek to structure a well-written SOP that meets the required elements and portrays an objective overview of the student's strengths, preferences, interests, needs, and goals for their post-school life.

SOP Required Information

Postsecondary Goals	Related to employment, education/training, and where appropriate independent living and community participation
Academic Achievement	Relevant knowledge and skill base (literacy, numeracy, personal finance, and learning skills; reasoning, communication, processing, etc.)
Functional Performance	Behavior across different environments (how student interacts with peers at school, in the community, at work, etc.). Includes self-care, mobility, self-determination, safety, and executive functioning skills (time management, organization, paying attention, self-monitoring, etc.)
Recommendations for Supports	Accommodations, modifications, adaptive devices, compensatory strategies and/or support services students will need to be successful in postsecondary settings
Next steps	Recommendations for attaining postsecondary goals such as attending a college orientation session, visiting an Inclusive Post Secondary Education program, meeting with Disability Support Services at the college or Career Technology, keeping a file of current disability documentation, completing employment applications, applying for Department of Rehabilitation Services, contacting the local American Job Center (Workforce)

Link to the IEP

The SOP should be closely tied to information contained within the IEP.

Collaborate

The SOP is a crucial link between the student's K-12 education (inclusive of 18-22 Extended Transition Programs/Services) and postsecondary environments. Contact collaborating agencies when developing the SOP to ensure that the next steps for the student and family are accurate. To communicate effectively with professionals outside of education, be prepared to minimize or explain educational jargon that postsecondary agencies or organizations might not understand.

More Information

Please refer to the [Alternate Diploma Guidance Brief for Educators](#) for additional details. Local districts may have additional procedures and requirements for the SOP. Please check with your special education director for additional guidelines.

The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government. Oklahoma State Department of Education, Special Education Services (405) 521-3351 | <http://sde.ok.gov/sde/special-education>