

Sample SES

Student Exit Summary (College Bound Sample)

Student Name: Bobby: Rye Lake HS Date of Birth: 03/27/1988 Date of Graduation/Exit: 6/2006

Type of Diploma: Regents with Advanced Designation Regents Local IEP H.S. Equivalency

Contact Person: Mary Smith Guidance Counselor 728-6767 Date Completed: May 2006

PART I: SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

AREA	Present Level of Performance <i>(Upon school exit)</i>	Needs <i>(Essential accommodations, assistive technology, environmental or material resources or modifications needed)</i>
Academic Achievement/ Functional Performance/ Learning Characteristics:	<p>Your academic abilities are generally within normal limits. Your peers easily distract you. You can become frustrated quickly, and sometimes have difficulty focusing on the task at hand. You have applied to SUNY Delhi and the Westchester Culinary Arts Program and are awaiting notification of acceptance.</p> <p>Mathematics: You passed the math RCT 1 in 2005 and are currently working on completing the Math A curriculum. You understand basic algebraic concepts</p>	<p>Ask your college instructor to give you feedback on your progress with class assignments. This will let you know that you are doing what you should be doing which will make you feel proud of yourself and give you confidence to continue working hard. Ask the college instructor if you can show them a visual sign that they can use to visually and silently indicate to you that you are getting off track and need to re-focus on the task at hand (In high school your teacher pointed to his watch). Inform your college instructors that when possible you works better in a smaller group rather than a large one because you can focus better on what others are saying if there are less people in the group. Remind the college instructor a few days before a test or quiz that your accommodation letter states that you would benefit from taking quizzes and test in an alternate/quiet location. Ask if they can make the arrangements and then write down what the arrangements are (where and when will you take the test or quiz). This will help you focus on the test or quiz because you won't be distracted when other students are finishing their test before you.</p> <p>MATHEMATICS: Ask your college Math instructor if he/she can provide you with a written outline so that you can organize the steps necessary to solve math problems. If the instructor can't</p>

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<p>Academic Achievement/ Functional Performance/ Learning Characteristics <i>(cont.)</i></p>	<p>and you are able to apply these to simple word problems. You continue to have difficulty with graphing and writing linear equations. Bobby, you have difficulty remembering the steps required to solve multi-step word problems involving more difficult algebraic concepts.</p> <p>Reading: Bobby, you are reading close to grade level. Your comprehension skills, both understanding what is written as well as what is suggested by the writer, are good. You have difficulty identifying the author's purpose for writing and identifying the main parts of a novel or short story. You read independently and have read several books for book reports this year.</p> <p>Writing: Your writing skills are close to grade level. You are able to use both simple and complex sentences as well as new vocabulary words in your writing. You have a good grasp of the writing process and your thoughts are well stated. You do struggle with creative writing.</p> <p>Work Experience: You have successfully completed the CTE Culinary Arts program and really enjoy cooking. You have volunteered in the local food pantry preparing soup and sandwiches.</p>	<p>provide this, ask them where you can find such information so that you can get it yourself. If you need help ask the instructor who can assist you with this task. Write down in your daily planner all the information the instructor gives you. Remember that extended time to take tests and using a calculator helps you complete math assignments. These will be listed on your accommodation letter. Remind your math instructors that this helps you.</p> <p>READING: To help you identify the main parts/ideas of a novel or short story ask your instructor if they can give you a set of guiding questions that you can use for any story and keep it handy so that you can refer to it as you need it. This will allow you to work on your reading independently and will decrease the need for you to ask your teacher for guiding questions each time a story/novel is assigned.</p> <p>Writing: A written outline helps you organize the steps in multi step processes as you learn them.</p>
<p>Social Development:</p>	<p>Bobby, you generally relate well to peers and adults. You have the ability to express your desires and needs yet you need reminders to do so. When frustrated, you tend to withdraw and avoid situations. You then become argumentative. You are beginning to seek assistance when you recognize that you are frustrated.</p>	<p>You need to remember that it is important to tell someone what you are feeling or what it is that is frustrating you. You can tell the instructor that if they notice you becoming quiet or argumentative that it is probably an indicator that you are experiencing some frustrations. If you begin to feel this way at college you should ask your instructor when their office hours are and then set up an</p>

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Social Development, <i>(cont.)</i>		<p>appointment to talk to them privately in a one to one setting, about the things that are concerning you.</p> <p>You can ask your instructor to allow you to leave the classroom briefly if you are becoming argumentative so that you can find a spot to be alone where you can practice your deep breathing exercises that will relax and calm you down. You should return to the class promptly.</p> <p>If you continue to feel frustrated ask a staff member where you can go to get some counseling. Write down who you spoke with and where they told you to go so that you can refer to this in future situations.</p>
Physical Development:	Physical levels and abilities are within age appropriate expectations. You regularly attend school and your general health is good.	

NYSED Sample Form 02/27/06: Refer to the guidance document when completing this document.

PART II: POST-SECONDARY GOALS

Post-secondary goal	Recommendations to Assist Student to Meet Post-Secondary Goals
<p>Education/training:</p> <p>Your goal is to attend college or a vocational school in culinary arts.</p>	<ul style="list-style-type: none"> • Submit the additional information to SUNY Potsdam, Admissions Office, 7 Pierrepont Ave, Potsdam, NY 13676 • Stay in contact with the BOCES Tech Center Culinary Arts instructor regarding other Culinary Arts programs within Albany County 1-800-XXX-XXXX • Get your most recent IEP and psychological evaluation from your guidance counselor before exiting high school • Call SUNY Potsdam (315) -267-XXXX and ask to speak with Sharon House, Disability Services Coordinator (DSC) • Inform the Sharon House, DSC, that you have a disability and would like to request accommodations • Follow the steps that are given to you which will include bringing your documentation (IEP and Psychological Evaluation) to the DSC Office (315) 267-XXXX

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<p>Education/training: <i>(cont.)</i></p> <p><i>Your goal is to attend college or a vocational school in culinary arts.</i></p>	<ul style="list-style-type: none"> • Go over what your approved accommodations and be sure to ask what are the next steps. • When registering for classes be sure to leave time in between each class so that you will be able to allow for extended time on tests • Remain in contact with Rich Myette, VESID VR Counselor at 1-800-XXX-XXXX
<p>Employment:</p> <p>Your goal is to work part time in a restaurant while attending college and then to work full time as a cook.</p>	<ul style="list-style-type: none"> • Pick up applications at local restaurants and complete them as soon as possible so that you have a better chance of securing summer employment. • Within one week, call each of the restaurants that you have applied to and ask about the status of your application • Write down all interview appointments on your calendar • Brush up on your interviewing skills • Make transportation arrangements, prepare work clothes and be on time.
<p>Independent Living (if appropriate):</p> <p>Your plan is to live at home while attending school and then to live independently in your own apartment.</p>	<ul style="list-style-type: none"> • Apply for your Driver's Permit at the Department of Motor Vehicles in Albany (518) XXX-XXXX, by July 1st. • After you get your permit call Brown's Driving School (518) XXX-XXXX and sign up for driving lessons by August 1st. • If you get accepted at SUNY Potsdam, you should apply for housing in their dormitory. • Speak with the freshman resident advisor and ask about the rules of the dormitory and ask to whom you can speak if you need someone to talk to about problems. Write down the name and number. • Make an appointment with the financial aid office to make sure you have all the necessary paperwork in. Ask about next steps.