Vermont Graduation Readiness Tool
Non-Regulatory Resource for IEP Teams

Student engagement in the transition planning process has been identified as a predictor of success after high school. Instructions: IEP team members should award 0 - 2 points for each component. Note some sections may be not applicable (N/A) for a student.

	Student Name:	Points 0-2	Points 0-2
		Graduation Readiness	**Student Engagement**
1	Student has met or will meet local general education requirements for graduation		
2	Student has an attendance rate that meets the graduation requirements of the school		
3	Student access to Transition Services via their IEP began at age 16		
4	Post-secondary transition plan in the IEP meets the 8 elements of Indicator 13		
5	The Summary of Performance is complete or a plan is in place to have it completed prior to the student graduating		
6	If the student has a para-educator, the team is considering ways to fade para-educator support in order to increase student independence		
7	If the student has a developmental disability, the team is working with the local developmental services agency to start the intake process		
8	If appropriate, the transition plan calls for work experiences and access to them is provided		
9	Student is eligible for dual enrollment and access is provided (if student was interested)		
10	For college bound students, the student and family has plans to visit the student support office at the college		
11	For college bound students, a plan is in place to get evaluations and the summary of performance to the student support office at the college (with student permission)		
12	If appropriate, as determined by transition assessment(s), the student has received training around independent living		
13	For students who will need services after high school, developmental services agencies, vocational rehabilitation (VR), or others were included in the transition planning for after the student completes high school (with parent/guardian permission)		
14	Student's IEP team has had early (age 16) cross-system involvement and information exchange between education, VR, and developmental services (if appropriate)		
15	Introduction of VR services to the student and family in collaboration with a VR counselor has occurred		
16	Supported decision making / alternatives to guardianship have been considered (typically only relevant for students with developmental disabilities)		

Graduation Readiness Key:
0= Not addressed
1= Parts of it were addressed
2= Completely addressed
Note: Zeros are different than N/A

Student Engagement Rating
0= Not engaged
1= Moderately Engaged
2= Very Engaged

Team Discussion:
In what areas is the student on track for graduation?
What areas does the team feel are lacking and what is the plan to address that?
Does the team feel that the student is ready to graduate/ exit high school?

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