

AOE Corner – John Spinney, Agency of Education

Session 1:

What skills does the student need in light of how their disability impacts their future education/training, employment, and independent living?

8 key Elements

Skills vs. services

IEP might have services on it but does not address skills.

Question about graduating too soon and parents not realizing school services terminate at

Graduation Readiness Tool- new version (December 2024)

Individualized, case by case decision. Updated in December 2024.

Readiness points (old)

Access points (new)- Has the student had access to each of the components

Link to Timeline

Transition Process (slide)

Transition Assessment Planning form (VFN site)

Question- How to increase participation of outside agencies in IEP meetings

- Clarify who needs to be on invite (Vicki Florence)
- Transition Fair / magic day to meet one another (Vickie Florence)

Developmental Services undergoing changes and looking at having a specific rep for each core team.

Transition is an ongoing process.

Make sure student is invited and invitation date is on the plan. This is something John and his team look for when they audit IEPs.

Gave some examples of Post-secondary goals, annual goals, transition activities/services.

Course of Studies- Not every course required for graduation. Just the most critical ones to meet the plan goals.

Key Reminders-

Ran out of time

Said folks could email them if they want ppt.

Session 2

Same ppt.

Said he would send ppt to Kara, but if want quicker can email him directly.

Transition Assessments- There are hundreds of them. If would like more info, email him. He has an email with some “old school” assessments that are not on AOE website. Some good ones for non-verbal students; assessments parents can fill out.

Summary of Performance is like a passport that student gets when leaves H.S

Goals need to be observable. Outcomes not services. “Student plans to get a job with 1 year of graduation vs. “Student will get a job...”

Graduation Readiness tool- Came out first in 2017 to address a long-standing issue which to stay in school until 22. Some schools keeping all students till 22 and others, not. New one is dated December 2024. May still get the old one if you google.

Tool helps IEP team make that decision.

Most important thing he wants folks to get is that it's the **skills** the student needs to be successful. Skills should align with the outcomes/goals.

Question- How much does parental input affect graduation date? John said it highly impacts grad date/plan.

IPE team makes the decision and parent may disagree. If disagree parent can request mediation. That said, shouldn't be a shock if the plan has been made freshman year and the parent has participated along the way. Make sure parent understands its about reasonable access to the services/skills that student needs. Not a blanket stay till 22.

Paraeducator use is high in VT. Plan should include phasing that help out as grad approaches.

John highlighted dual enrollment as a great opportunity as well as Assistive Technology.

Early College rare and not same as dual enrollment. Early College means lose special education entitlement. No longer a High School student.