

# District Protocols for Supporting Graduation Outcomes for Students with Disabilities | Policies, Practices, and Procedures for Students Not Meeting Graduation Requirements

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## I. Overview

In accordance with oversight by the Ohio Department of Education and Workforce (ODEW), this document details the district's restructured approach to enhancing graduation success for students with disabilities.

## II. Policy Framework

The district affirms its responsibility to ensure that every student with a disability receives tailored support to meet Ohio graduation standards. These policies are in alignment with IDEA, Section 504, and Ohio's graduation mandates.

### 1. Graduation Planning Commitment

All students with disabilities in grades 9–12 have individualized Graduation Plans, developed collaboratively with students, families, special and general education staff, and school counselors. These plans are updated yearly.

### 2. Proactive Risk Identification

The district identifies students who may not meet graduation criteria using performance data, ongoing progress reviews, and IEP team input. Identified students are provided individualized supports.

### 3. Informed Graduation Decisions

The ODEW Graduation Decision-Making Tool for students with IEPs is used to ensure appropriate graduation pathways and access to necessary accommodations or modifications.

### 4. Targeted Intervention Support

Students in danger of not graduating receive academic and transition-focused supports, such as tutoring, mentoring, and opportunities for credit recovery.

### 5. Data-Driven Oversight

Graduation monitoring tools are maintained for each student at risk. The Special Education and Student Services departments meet monthly to evaluate progress and intervention success.

### III. Practice Strategies

The district implements the following core practices to raise graduation rates for students with disabilities:

- 1. Transition Planning via IEPs**  
IEPs integrate meaningful transition goals that prepare students for life after high school. This includes collaboration with career-technical education centers and community employers.
- 2. Family Partnership and Engagement**  
Families actively participate in graduation planning. The district hosts workshops to help families understand graduation criteria and available post-secondary pathways.
- 3. Monitoring Progress and Outcomes**  
Graduation Plans and student data are regularly reviewed during IEP meetings and support team check-ins. Tools are used to track progress toward graduation benchmarks and eligibility for alternative options.
- 4. Staff Development and Capacity Building**  
Professional learning opportunities are provided for educators and support staff. Topics include graduation pathways, ODEW decision-making tools, and evidence-based interventions.

### IV. Implementation Procedures

- 1. Plan Creation and Annual Review**  
Graduation Plans are initiated by ninth grade and revisited annually as part of each student's IEP review and transition planning process.
- 2. Risk Identification Protocols**  
Students are identified for additional support based on:
  - Poor performance in core academic areas
  - High rates of absenteeism
  - Missed IEP transition targetsMonthly reviews ensure responsiveness to students' evolving needs.
- 3. Delivery of Personalized Supports**  
Customized support plans include:
  - Instruction in small groups
  - After-school tutoring
  - Alternative learning formats (e.g., credit recovery programs)
  - Testing accommodations
- 4. Application of ODEW Graduation Tool**  
All students with IEPs are evaluated using the ODEW tool to determine appropriate graduation

pathways and required supports. Documentation is maintained in each student's file.

**5. Progress Monitoring and Reporting**

The Special Education Team compiles and analyzes data on student progress, intervention efficacy, and graduation trends. Reports are provided quarterly to leadership and submitted to ODEW as required.

**V. Expanded Supports Aligned with State Response**

**1. College and Career Readiness Supports**

The district offers college and career counseling beginning in 9th grade, including support with ACT preparation, college applications, and financial aid processes. Students have access to campus visits, career fairs, and workshops on post-secondary planning.

**2. Credit Recovery and Alternative Pathways**

Students have access to a range of credit recovery options including online learning modules, extended learning time, and project-based alternatives. For those who struggle in traditional settings, flexible high school pathways are offered.

**3. Mentoring and Advisory Programs**

Students are matched with staff mentors for academic and emotional support, while advisory periods provide structured time for college and career planning.

**4. Attendance and Truancy Intervention**

The district uses early intervention for attendance issues through parent meetings, counseling, and collaboration with community agencies.

**5. Social-Emotional and Mental Health Supports**

Students have access to school-based mental health providers and peer support groups. Social-emotional learning (SEL) is integrated into instruction to support student well-being.

**6. Early Warning Systems**

The district uses data tools to flag students at risk for dropping out based on grades, attendance, and behavior. Interventions are customized for each student flagged by these systems.

**7. Building-Level Implementation and Resource Allocation**

The district operates a Graduation Team including administrators, counselors, and teachers. These teams meet regularly to review data and adjust interventions. Resource allocation includes funding for credit recovery, counseling, and post-secondary planning.

**8. Professional Development and Dissemination**

A comprehensive training plan ensures all staff, including teachers, aides, and support personnel, receive annual instruction on graduation pathways, PBIS, and evidence-based behavioral strategies. A centralized digital repository houses current policies and procedures. Communication occurs through email, meetings, and site-based teams.

**9. Policy Review and Continuous Improvement**

Policies, practices, and procedures are reviewed annually by district leadership. Annual data reviews guide adjustments. Feedback from staff, students, and families is collected through surveys and focus groups to refine implementation.

#### **10. Behavioral Supports and Alternative Discipline**

The district implements PBIS aligned with OAC 3301-35-15 and offers restorative practices, counseling, and mediation as alternatives to suspension. Behavioral data is monitored for fidelity and impact.

### **VI. Required Documentation**

The following records support implementation and monitoring of the Results Indicator Improvement Plan:

- Current Graduation Plans
- Risk-tracking data for students identified as not on track
- Individualized support plans
- Completed IEP Graduation Decision-Making Tools

### **VII. Final Statement**

The district is dedicated to closing graduation gaps for students with disabilities through coordinated policy, proactive practice, and sustained monitoring. This document serves as the official PPP submission for state review and will drive ongoing improvement in graduation outcomes.

For more information, please contact:

#### **District Office Contact**

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