

OHDELA!

the ohio distance & electronic learning academy

Policies, Practices, and Procedures for Addressing Not Meeting the Graduation Threshold for Students with Disabilities

I. Introduction

In compliance with the Ohio Department of Education and Workforce (ODEW) monitoring requirements, this document outlines the district's Policies, Practices, and Procedures (PPP) for improving graduation outcomes for students with disabilities.

II. Policies

Ohdela is committed to ensuring all students with disabilities receive the support necessary to achieve their high school diploma. Policies align with federal and state regulations, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Ohio's Graduation Requirements.

1. Graduation Planning Policy

- A Graduation Plan is developed by counselors for all students with disabilities in grades 9–12. The plan is updated annually with input from the student, parents/guardians, intervention specialists, general education teachers, and school counselors.

2. Early Identification of At-Risk Students Policy

- Students with disabilities at risk of not graduating are identified through data analysis, use of ODDEX early warning system, progress monitoring, and IEP team discussions, on track and off track communication is sent to families at the end of each school year.
- These students receive personalized educational and support plans to address their unique needs.

3. Graduation Decision-Making Policy

- The Students with IEPs Graduation Decision-Making Tool (provided by ODEW) ensures students receive appropriate accommodations and modifications necessary for graduation requirements.

4. Intervention and Support Policy

- Students at risk of not meeting graduation requirements receive targeted interventions, mentoring, academic support, and transition planning.
- Extended learning opportunities, such as credit recovery, summer school and tutoring are available.

5. Data-Driven Accountability Policy

- Graduation tracking data sheets are maintained to monitor students at risk of not graduating.
- Quarterly review meetings with the Special Education and Student Services team assess student progress and intervention effectiveness.

III. Practices

The district employs the following practices to improve graduation rates among students with disabilities:

1. IEP-Based Transition Planning

- Each student's IEP includes transition goals that align with career, college, and independent living readiness.
- Work-based learning experiences and partnerships with vocational and career centers are integrated into student pathways.
- Alternate Pathways to graduation are offered (Ex-Rise Up, CCP, Flex Credit Policy, Lean Six Sigma, CTE, AASCD)

2. Student and Family Engagement Practices

- Parents/guardians are involved in all aspects of the graduation planning process.
- Family engagement workshops provide resources on graduation requirements and post-secondary options.

3. Data Collection and Progress Monitoring

- Graduation Plans are systematically reviewed during IEP annual reviews and student support meetings.
- Progress monitoring tools track coursework completion, assessments, and alternative graduation pathways.

4. Professional Development for Staff

- General education teachers, intervention specialists, and school counselors receive ongoing training on graduation pathways, the Graduation Decision-Making Tool, and interventions for at-risk students.

IV. Procedures

1. Graduation Plan Development and Review

- The Graduation Plan is developed no later than grade 9.
- Plans are reviewed and updated annually during IEP meetings and transition planning sessions.

2. Identification of At-Risk Students

- Students are flagged for additional support if they:
 - Have failing grades in core courses.
 - Have chronic absenteeism.
 - They are not meeting IEP transition goals.
- Data is reviewed monthly by the student's support team to adjust interventions as needed.

3. Implementation of Support Plans

- Personalized educational and support plans are created for at-risk students, detailing intervention strategies such as:
 - Small-group instruction.
 - Academic tutoring.
 - Extended learning opportunities (e.g., credit recovery).
 - Alternative assessment accommodations.

4. Use of the ODEW Graduation Decision-Making Tool

- The tool is completed for every student with an IEP to determine eligibility for alternative pathways and accommodations.

- A record of this process is maintained in each student's file.

5. Monitoring and Reporting Procedures

- The Special Education Team compiles data on graduation rates, at-risk students, and intervention effectiveness.
- Reports are submitted quarterly to district leadership.
- Data is shared with the Ohio Department of Education and Workforce as required.

V. Conclusion

Ohdela remains committed to improving graduation outcomes for students with disabilities. Through strong policies, evidence-based practices, and effective procedures, the district addresses identified gaps and ensures students receive the support they need to graduate successfully. This document is the PPP submission to the ODEW Monitoring System and will guide continuous improvement efforts.

For further clarification or additional information, please contact:

District Office Representative: Lynn Ross

Title: Director of Special Education

Email: lross@accelschools.com

Phone: 330-614-7221