Policies, Practices, and Procedures for Addressing Graduation for Students with Disabilities

In compliance with the Ohio Department of Education and Workforce (ODEW) monitoring requirements, our **Policies, Practices, and Procedures (PPP)** for improving graduation outcomes for students with disabilities.

I. Policies

Schools managed by Randall Park High School are committed to ensuring all students with disabilities receive the support necessary to achieve their high school diploma. Our 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 Requirement**

A. Graduation Tracking Policy:

- Graduation Tracker is developed for all students with disabilities in grades 9-12. The tracker is updated monthly from the student's enrollment date and includes input from the student, parents/guardians, intervention specialists, general education teachers, and school counselors.

B. Early Identification of At-Risk Students Policy:

- Students with disabilities at risk of not graduating are identified through data analysis, progress monitoring, and IEP team discussions.
- These students receive personalized educational and support plans to address their unique needs.

C. Graduation Decision-Making Policy:

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

D. 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 and tutoring, are available to students with disabilities.

E. Data-Driven Accountability Policy:

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

II. Practices

Schools managed by Randall Park HIgh School employs the following practices to improve graduation rates

A. 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.

B. Student and Family Engagement Practices:

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

C. Data Collection and Progress Monitoring:

- **Graduation trackers** are systematically reviewed at each IEP annual review and during student support meetings.
- **Progress monitoring tools** track students' completion of coursework, assessments, and alternative graduation pathways.

D. **Professional Development for Staff:**

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

III. Procedures

A. **Graduation Tracker Development and Review:**

- The **Graduation Tracker is developed upon the date of enrollment** at orientation.
- **Trackers are reviewed and updated monthly** and during IEP meetings as well as transition planning sessions.

B. **Identification of At-Risk Students:**

- Students with disabilities are flagged for additional support if they:
  a) **Have failing grades** in core courses.
  b) **Have chronic absenteeism**.
  c) **Are not meeting IEP transition goals**.

C. **Data is reviewed monthly by the Special Education Team to adjust interventions as needed.**

- **Implementation of Support Plans:**
  a) Personalized **educational and support plans** are created for at-risk students, detailing intervention strategies such as:
     (1) Small-group instruction.
     (2) Additional academic tutoring.
     (3) Extended learning opportunities (e.g., credit recovery).
     (4) Alternative assessment accommodations.
- **Use of the ODEW Graduation Decision-Making Tool:**
  a) The tool is **completed for every student with an IEP** to determine eligibility for alternative pathways and accommodations.
  b) A **record of this decision-making process is maintained in each student's file**.

- **Monitoring and Reporting Procedures:**

    a) The Special Education Team compiles data on graduation rates, at-risk students, and intervention effectiveness.

    b) Reports are submitted quarterly to district leadership for progress analysis.

    c) Data is shared with the Ohio Department of Education and Workforce as required.

IV. Conclusion

Randall Park High School is committed to improving the graduation outcomes for students with disabilities. By implementing strong policies, evidence-based practices, and effective procedures, we address the identified gaps and ensure that all students receive the support they need to graduate successfully. This document serves as our Policies, Practices, and Procedures (PPP) submission to the ODEW Monitoring System and will guide our continuous improvement efforts.

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