

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

Overview

The Department of Education and Workforce (DEW) monitors graduation rates of students with disabilities to ensure these students are completing high school with a regular diploma. Comprehensive policies, practices, and procedures are developed and utilized to support students with disabilities at achieving graduation via a regular diploma.

Policies

Graduation Planning Policy

- Graduation planning will occur for all students in grades 9-12 annually utilizing data and input from teachers, family, intervention specialists, and counselors.

Early Identification of At-Risk Students

- Beginning with the annual IEP review where the student turns 14, graduation progress data will be reviewed to identify warning indicators related to attendance, behavior, grades, credits, and assessment outcomes.

Graduation Pathway Decision Making

- The IEP team will utilize the DEW *Students with IEPs Graduation Decision Making Tool* to assist in determining if a student with an IEP has met or will meet graduation requirements following a typical pathway.

Transition Planning

- Beginning with the annual IEP review where the student turns 14, Transition planning and development of post-secondary goals (Section 5 of IEP) and steps to achieve these goals will be completed.

Practices

IEP Transition Planning

- Beginning at age 14, each student IEP will include transition goals that align with career, post-secondary education, and independent living readiness. The planning will be driven by the student's preferences, interests, needs, and strengths. Data from assessments and input from the family and IEP team will also be incorporated. These goals will be progress monitored to ensure success and plan for supports as needed.



Student and Family Partnerships and Engagement

- Collaboration and involvement with the student and family during IEP planning and meetings will be encouraged, solicited, and supported.

Intervention and Support Services

- Intervention plans will be developed using data from the IEP and other sources to support progress and success towards graduation goals. Related service personnel (OT/PT, Speech Pathologist, Counselors, Social Workers) are available resources to incorporate into support plans and interventions.

Data Collection, Review, and Monitoring

- School counselors and administrators will review available data utilizing tools within ODDEX for graduation progress. This will include factors such as attendance, behavior, earned credits, grades, and successful earning of state and local seals for graduation.

Access to an Equitable Education

- Equal educational opportunities shall be available to all students. Access to core classes and instructional settings in the least restrictive environment is a priority.

Procedures

Identification of At-Risk Students

- Students at-risk will be identified and monitored with interventions and support reviews planned as needed.

Implementation of Support Plans

- Additional supports and tiered interventions will be provided for targeted students to meet their needs. Example interventions include (but not limited to): small group instructions, Shoremen Academy (credit recovery), and supplemental support with interventions specialist.

Graduation Plan Review

- All graduation plans will be reviewed minimally at the annual IEP meeting for students in grades 9-12

Use of Graduation Decision making Tool

- IEP team will refer to ODEW Graduation Decision Making Tool prior to the student graduating and/or exiting special education services