



Book	Policies
Section	Section I: Instruction
Title	Remedial Instruction (Intervention Services)
Code	IGBE
Status	Active
Adopted	July 31, 1995
Last Revised	November 18, 2021
Prior Revised Dates	04/26/2004, 03/21/2013, 05/21/2015, 11/19/2015

Remedial Instruction (Intervention Services)

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for intervention services. In those cases in which students have clearly not demonstrated satisfactory progress toward attaining the academic standards for their grade level, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the Superintendent/designee to ensure that classroom teachers of students in kindergarten through third grades annually assess and identify the reading skills of each student who is reading below grade level in accordance with all statutory timelines. The parent or guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.

Students who are reading below grade level are provided intensive reading instruction immediately following the identification of a reading deficiency.

The District involves the student's parent(s) and classroom teacher in developing the intervention strategy and offers to the parent(s) the opportunity to be involved in the intervention.

Intervention services are also offered to students who:

1. score below the proficient level on a fourth, fifth, sixth, seventh or eighth grade achievement test and
2. are not demonstrating academic performance at their grade level based on the results of a diagnostic assessment.

Any student who scores at or below the proficient level on an Ohio Graduation Test must receive intervention services.

Certain specified students who are offered intervention services either after-hours or in summer classes are truant if they do not attend the intervention programs.

The Superintendent/designee is directed to maintain remedial instructional programs or intervention services that assist all students in meeting and maintaining minimum levels of student proficiency in communication and computation skills. These programs include procedures to evaluate student achievement related to the remedial program objectives and standards. Ongoing communication between teaching staff members and parents of students participating in remedial educational programs is coordinated by the Superintendent and the administrative staff.

The Superintendent is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

Legal

- [ORC 3301.07](#)
- [ORC 3301.0710](#)
- [ORC 3301.0711\(D\)](#)
- [ORC 3301.0712](#)
- [ORC 3301.0715](#)
- [ORC 3313.608](#)
- [ORC 3313.609](#)
- [ORC 3313.6010](#)
- [ORC 3313.6012](#)
- [ORC 3314.03](#)
- [OAC 3301-35-04](#)
- [OAC 3301-35-06](#)

Cross References

- [IGBEA - Reading Skills Assessments and Intervention \(Third Grade Reading Guarantee\)](#)
- [IKE - Promotion and Retention of Students](#)



Book	Policies
Section	Section I: Instruction
Title	Graduation Requirements
Code	IKF
Status	Active
Adopted	July 31, 1995
Last Revised	September 19, 2024
Prior Revised Dates	04/26/2004, 11/28/2005, 02/23/2009, 03/21/2013, 05/21/2015, 11/19/2015, 06/15/2017, 02/22/2018, 11/21/2019, 11/18/2021, 02/17/2022

Graduation Requirements

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education and Workforce (ODEW) as well as State law and, further, that our high school compares favorably with other high schools in the state that are recognized for excellence.

The requirements for graduation from high school are as follows.

District Minimum

Statutory Graduation Requirements

English Language Arts	4 units	English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 units	History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies *	2 units	Social Studies *	2 units
Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science**	3 units	Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science**	3 units
Math, including one unit of Algebra II or its equivalent ***	4 units	Math, including one unit of Algebra II or its equivalent ***	4 units
Health	1/2 unit	Health	1/2 unit
Physical Education	1/2 unit	Physical Education	1/2 unit
Electives ****	6 units	Electives ****	5 units

Financial literacy*****

Financial literacy*****

Total

21 units

Total

20 units

The statutory graduation requirements also include:

1. * students entering ninth grade for the first time on or after July 1, 2017 must take at least one-half unit of instruction in the study of world history and civilizations "as part of the required social studies units";
2. ** students can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences);
3. *** students may take one unit of advanced computer science in lieu of Algebra II and students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODEW as an alternative to Algebra II;
4. **** student electives of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
5. ***** financial literacy requirements:
 - A. units earned in social studies shall be integrated with economics and financial literacy for students entering ninth grade for the first time prior to July 1, 2022;
 - B. students entering ninth grade for the first time on or after July 1, 2022 are required to complete one-half unit of financial literacy to be used toward the elective credits required for graduation, or in lieu of one-half unit of instruction in math. If used toward a math credit, it cannot be used in lieu of Algebra II or its equivalent, or a course for which ODEW requires an end of course exam. A student who chooses to take one unit of advanced computer science in lieu of Algebra II is not permitted to complete the required half-unit of financial literacy instruction to satisfy a math unit requirement; instead, the student must complete a half unit of financial literacy as part of their required elective credits;
 - C. students entering ninth grade for the first time on or after July 1, 2022 can apply credit earned in Advanced Placement (AP) Microeconomics or AP Macroeconomics to satisfy the financial literacy requirement and
6. meeting the applicable competency/assessment and/or readiness criteria required by law based on date of entry into ninth grade.

Diploma Seals

In accordance with State law, the Board establishes the criteria for at least one of the local diploma seals outlined in State law. The seals include a method to give, to the extent feasible, a transfer student a proportional amount of credit for any progress made toward completing that seal at the district or school from which the student transfers. The District recognizes a locally defined diploma seal that a student transferring into the District earned at another district regardless of whether the Board has developed local guidelines for that seal.

Summer School

Summer school credits are accepted toward graduation provided that administrative approval has been given prior to registration for the course.

Educational Options

High school credit is awarded to students who successfully complete Board-approved educational options that count toward the graduation requirements and subject area requirements.

College Credit Plus Options

Credit is awarded for courses successfully completed at an accredited postsecondary institution. High school credit awarded for a course successfully completed under College Credit Plus counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then

comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

Correspondence Courses

High school courses offered through correspondence courses are accepted for credit toward graduation only when they meet the following criteria.

1. Credits earned in correspondence schools directly affiliated with state universities are evaluated by the school administration for students who wish to qualify for graduation from high school.
2. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.
3. Credits earned from schools that have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

Course Work Prior to Ninth Grade

Student work successfully completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

Physical Education Exemption

A student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

Beginning in the 2019-2020 school year, a student who during high school, has participated in show choir as a stage performer (i.e. singer/dancer) for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

Junior Reserve Officer Training Corps (JROTC) Exemption

A student who has participated in JROTC for at least two full school years is not required to complete any physical education courses as a condition to graduate. In addition, the academic credit received from participating in JROTC may be used to satisfy the one-half unit of Physical Education and completion of another course is not necessary for graduation.

Community Service

The District offers community service education, which acquaints students with the history and importance of volunteer service and with a wide range of existing community needs. Community service opportunities may be considered an elective towards graduation.

Legal [ORC 3301.07\(D\)\(3\)](#)
[ORC 3313.60](#)
[ORC 3313.6014](#)
[ORC 3313.603](#)
[ORC 3313.605](#)
[ORC 3313.61](#)
[ORC 3313.617](#)
[ORC 3345.06](#)
[OAC 3301-35-04](#)

OAC 3301-16-05

Cross References

IGBM - Credit Flexibility

IGCA - Summer Schools

IGCD (Also LEB) - Educational Options

IGCH (Also LEC) - College Credit Plus

IGCI - Community Service

IKFC - Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma

JN - Student Fees, Fines and Charges



Book	Policies
Section	Section I: Instruction
Title	Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma
Code	IKFC
Status	Active
Adopted	May 21, 2020

Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma

The Board desires that all students are able to earn a high school diploma. Recognizing students may be at risk of not earning a high school diploma, the Board adopts the following policy.

Graduation Plans

Beginning with the 2020-2021 school year, the District develops a graduation plan for each student enrolled in grades nine through 12 to address the student's academic pathway to meet the curriculum requirements specified by the District and to satisfy the applicable graduation requirements.

The plan is developed jointly by the student and a representative of the District and updated each school year in which the student is enrolled in the District until the student qualifies for a high school diploma. The District invites the student's parent, guardian or custodian to assist in developing and updating the graduation plan.

Graduation plans supplement the Board-adopted career advising policy.

A student's individualized education plan (IEP) may be used in lieu of a graduation plan when the IEP contains academic goals substantively similar to a graduation plan.

At-Risk Students

The Board directs the Superintendent/designee to develop criteria for identifying students at risk of not qualifying for a high school diploma. This criteria at minimum includes a student's lack of progress on the graduation plan developed by the District in accordance with law. The criteria also may include other factors such as student absences or misconduct and other factors deemed appropriate by the administration.

The Board directs the Superintendent/designee to develop procedures for identifying at risk students. These procedures must include a method for determining if a student is not making adequate progress in meeting the terms of the student's graduation plan. Procedures must allow for identification of students as at risk in any of grades nine through 12 and may include identification of students in other grades.

The District provides written notice to the parent, guardian or custodian of an at-risk student in each year a student has been identified as at risk. This written notice includes all of the following:

1. A statement that the student is at risk of not qualifying for a high school diploma;
2. A description of the District's or school's curriculum requirements, or the student's IEP, and, as appropriate, the applicable graduation conditions of State law;

3. A description of any additional instructional or support services available to the at-risk student through the District or school.

The District assists students at risk of not graduating with additional instructional or support services to help the student qualify for a high school diploma. These services may include any of the following:

1. Mentoring programs;
2. Tutoring programs;
3. High school credit through demonstrations of subject area competency;
4. Adjusted curriculum options;
5. Career-technical programs;
6. Mental health services;
7. Physical health care services;
8. Family engagement and support services.

Legal

[ORC 3313.617](#)

[ORC 3313.618](#)

[ORC 3313.619](#)

[ORC 3313.6020](#)

Cross References

[IJA - Career Advising](#)

[IKF - Graduation Requirements](#)

MARYSVILLE

Innovate Collaborate Inspire

Graduation Pathway Procedures

****For the Class of 2023 and Beyond students must complete the following THREE requirements****

Course Completion

Marysville Students are expected to complete 21 credits with at least the following:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> 4 English | <input type="checkbox"/> 5 Electives |
| <input type="checkbox"/> 4 Math | <input type="checkbox"/> .5 Health |
| <input type="checkbox"/> 3 Science | <input type="checkbox"/> .5 PE |
| <input type="checkbox"/> 3 Social Studies | <input type="checkbox"/> 1 Fine Art |

Demonstrating Competency

Marysville Students are expected to earn a "competency" score on the ELA II and ALG. 1 EOC or demonstrate competency on one of the 4 alternate pathways:

- | | |
|---|---|
| <input type="checkbox"/> ELA II (Score of 684 or higher) | <input type="checkbox"/> College Credit Plus |
| <input type="checkbox"/> Algebra I (Score of 684 or higher) | <input type="checkbox"/> ACT/SAT |
| | <input type="checkbox"/> Military Enlistment |
| | <input type="checkbox"/> Career Experience |
| | <input type="checkbox"/> WebXams (3 proficient) |
| | <input type="checkbox"/> Industry Credential |
| | <input type="checkbox"/> Apprenticeship |
| | <input type="checkbox"/> 250 hour work based learning |
| | <input type="checkbox"/> WorkKeys |
| | <input type="checkbox"/> Ohio Means Jobs Seal |

****If a student is unable to pass the EOC after multiple attempts with remediation in between and is unable to meet one of the 4 alternate pathways meet with the IEP team, to include the Director of Student Services to discuss Excusal from the state test**

Demonstrating Readiness (Seals)

Marysville Students are expected to earn at least 2 seals, 1 of which must be state defined:

- | | | |
|--|---|--|
| <input type="checkbox"/> Biliteracy | <input type="checkbox"/> Fine and Performing Arts | <input type="checkbox"/> Military |
| <input type="checkbox"/> Citizenship | <input type="checkbox"/> Ohio Means Jobs Readiness | <input type="checkbox"/> Science |
| <input type="checkbox"/> College Ready | <input type="checkbox"/> Honors Diploma | <input type="checkbox"/> Student Engagement |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Industry Recognized Credential | <input type="checkbox"/> Technology |
| | | <input type="checkbox"/> District Credential |

**** All high school students must have the above outlined in section 3 (Profile) of the IEP and discussed at EVERY IEP meeting. If a student is being considered for excusal the Director of Student Services must be invited to the meeting.**

