

Introduction

In compliance with the Ohio Department of Education and Workforce (ODEW) monitoring requirements, Westlake City Schools is submitting this document to outline our Policies, Practices, and Procedures (PPP) for improving graduation outcomes for students with disabilities. This document aligns with the district's 2024-2025 Results Indicator Improvement Plan, which was approved in 2025 and includes systemic improvements and evidence-based interventions.

Policies

Westlake City Schools is 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 Requirements.

- ❖ Graduation Planning Policy:
 - A Graduation Plan is developed for all students with disabilities in grades 9-12. The plan is updated annually and includes input from the student, parents/guardians, intervention specialists, general education teachers and school counselors.
- ❖ Early Identification of At-Risk Students Policy:
 - Students at risk of not graduating are identified through data analysis, progress monitoring, Administrator/Counselor At-Risk Meetings and IEP team discussions.
 - These students receive personalized educational and support plans to address their unique needs.
- ❖ Graduation Decision-Making Policy:
 - The [ODEW's Students with IEPs Graduation Decision-Making Tool](#) assists IEP teams in "determining if a student with an IEP has met or will meet graduation requirements following a typical pathway and when the student must exit secondary school."
- ❖ Intervention and Support Policy:
 - Students at risk of not meeting graduation requirements receive targeted interventions, academic support, and transition planning.
 - Extended learning opportunities are available to students; including credit recovery using Edmentum and/or Westlake Academy support; Westshore Career-Technical District, and opportunities through Westlake High School for earning Industry-Recognized Credentials and/or participating in a pre-apprenticeship program.

Practices

Westlake City Schools employs the following practices to improve graduation rates among students with disabilities:

- ❖ 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 community partners and Westshore Career-Technical District are integrated into student pathways.
- ❖ Student and Family Engagement Practices:
 - Parents/guardians are involved in the graduation planning process.
 - Presentations are provided by WHS counselors to educate parents on graduation requirements and post-secondary options.
 - The IEP team, including the Transition Coordinator, work with parents to provide information and gather parent input.
- ❖ Data Collection and Progress Monitoring:
 - School counselors review graduation plans with students annually.
 - Students' progress toward graduation requirements; including credits earned, demonstration of competency and demonstration of readiness (seals earned) are reviewed at the annual review of the IEP with parents.
- ❖ Professional Development for Staff:
 - Intervention specialists receive training on graduation pathways, [ODEW's Students with IEPs Graduation Decision-Making Tool](#), and Westlake's [Typical Graduation Pathways, Procedures & Practices Checklist for SWD](#).

Procedures

- ❖ Graduation Plan Development and Review:
 - The Graduation Plan is developed during the student's 9th grade year.
 - Plans are reviewed and updated annually during IEP meetings and transition planning sessions.
- ❖ Identification of at-risk students:
 - Administrators and Counselors meet to review at-risk students.
 - Identify students at risk for not earning required credits or demonstrating competency through EOS scores.
- ❖ Implementation of Support Plans:
 - Provide additional interventions and tiered supports targeted for student's needs. (examples include, but not limited to: mall group instruction, double-block courses, and credit recovery through Westlake Academy).

- ❖ Use of Graduation Decision making tools:
 - Intervention Specialists review Westlake's [Typical Graduation Pathways, Procedures & Practices Checklist for SWD.](#)
 - IEP team refers to [ODEW's Students with IEPs Graduation Decision-Making Tool](#) prior to student graduating/exiting special education services.
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Supporting Documentation

The following evidence has been submitted as part of the 2024-2025 Result Indicator Improvement Plan:

- ❖ Graduation Plans
- ❖ Westlake's Typical Graduation Pathways, Procedure & Practices Checklist for SWD.
- ❖ ODEW's Student with IEPs Graduation Decision-Making Tool
- ❖ Demon Brew Pre-Appreticeship Program Approval (April 2025)
- ❖ August 21, 2025 Special Education Professional Development Agenda