



Manchester Local School District

Planning and Monitoring Ohio Graduation Requirements
General Education Students and Students with Disabilities
Indicator 1- Policy, Procedures, and Best Practices

Policy:

Ohio high schools are responsible for ensuring students meet all State graduation requirements, which include earning required course credits, demonstrating competency, and obtaining a minimum of two diploma seals. To help students succeed, Manchester Local Schools provide structured planning, guidance, and regular monitoring. This involves supporting course selection, tracking progress toward credits, offering interventions when needed, and guiding students in choosing diploma seals that fit their strengths and future goals.

Following is a link to Manchester Local School Board Policy regarding graduation (p05460; p05460.02):

<https://go.boarddocs.com/oh/manches/Board.nsf/Public?open&id=policies>

Procedures:

1. Initial Graduation Plan Development (9th Grade)

- Each student, in collaboration with their guardian(s) and school counselor, develops an individualized graduation plan.
- Counselors and educators provide recommendations for course selections, competency pathways, and diploma seal options for review. The graduation plan is reviewed and updated annually prior to the finalization of spring scheduling.
- For incoming freshmen, this process begins during the 8th grade year.
*New students will develop plans as they enroll at MLS.

2. Ongoing Monitoring & Support (9th-12th Grade)

- Counselors regularly review student progress to confirm they are on track for graduation. These reviews take place in the fall before each school year, at the semester, during course selection for the following year, and again at the end of the year to evaluate credit and competency completion. For students with disabilities, the intervention specialist works closely with the counselor by providing course recommendations and ensuring placements align with each student's academic needs and developmental goals.
- Provide targeted interventions, such as credit recovery through APEX, guided study halls (specific for SWD), math lab for students to receive math interventions, and/or after school tutoring. Intervention specialists and counselors review IEP services to ensure students are receiving the necessary support. The majority of students with an IEP are scheduled for time daily with case managers to constantly monitor progress and success.



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- Counselors use DASL/ProgressBook to generate reports and track student progress toward meeting competency and readiness requirements. They also create case lists to identify and monitor students who may be at risk.
- Counselors review End-of-Course (EOC) results and arrange retests for students who have not met competency requirements. Intervention specialists collaborate to ensure students with disabilities (SWD) retaking the EOC receive the appropriate accommodations outlined in their IEPs.
- Counselors align test retakes with complimentary courses to help increase student success.
- For students on an IEP, the course requirements are discussed yearly with parents during the IEP team meeting. These requirements are tracked using the MHS Ohio Graduation Requirement Form.

3. Competency Demonstration (By End of 11th Grade)

- All students who have not met Competency in ELA and Math will have retested at least one time.
- Students who have not met competency after test retakes, will meet with their counselor to plan alternative pathways towards competency.

4. Diploma Seals and Readiness Pathways (By 12th Grade)

- Counselors guide students in selecting and earning two diploma seals (state and local options) to showcase career and college readiness.
- Curriculum is identified to meet specific Readiness demonstrations.
- Counselors identify students who have not earned at least one state seal before their senior year and develop a plan to address this. One avenue used is by overseeing progress toward the OhioMeansJobs (OMJ) Readiness Seal.

5. Final Graduation Audit & Verification (Winter/Spring of 12th Grade)

- Counselors and the administrative team hold routine reviews to track graduation requirements for students who have not yet met all criteria. As graduation nears, the team meets more frequently, as needed, to provide targeted support and closely monitor student progress.
- On-going email/phone communication with students and families to address any unmet needs.
- Certify and submit eligible students for graduation approval.



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Best Practices:

- **Student-Centered Planning:** From 8th through 12th grade, students receive information about careers, course options, and local career center programs. These topics are reviewed during registration periods to help ensure students enroll in courses that align with their post-secondary goals. For students with disabilities, these discussions also inform the transition plan addressed at the annual IEP review. In 8th and 10th grade, students visit the career center to explore available programs and learn how they have the opportunity to earn competencies by completing a two-year program. Additionally, beginning in 9th grade, students receive ongoing information about College Credit Plus opportunities.
- **Data-Driven Decision Making:** Counselors, educators, guardians, and students use data from Progress Book to monitor grades, attendance, and EOC results. DASL offers real-time data and reporting for both Competency and Readiness tracking. Counselors maintain spreadsheets that are reviewed multiple times throughout the year to identify students who may be at risk of not meeting graduation requirements on time. Additionally, counselors and administrators attend annual SST8 and/or ESC updates to stay current with evolving graduation policies.
- **Intervention Strategies:** Students are offered credit recovery options for deficiencies in their graduation credit requirements. The guardians of eligible SWD can get connected with OOD/DD beginning in 8th grade to support the development of work skills and employability. At risk students are identified and supported through program and course placement. MLSD follows the requirements laid out in state and federal laws for SWDs.
- **Collaborative Approach:** Counselors partner with teachers, students, guardians, and administrators to ensure seamless monitoring of graduation requirements throughout the high school experience.
- **Early Warning Systems:** Administrators utilize the Early Warning Systems to examine attendance, behavior, and course completion for students in grades 9-12. The system tracks and flags students who are a graduation risk. Building teams analyze and address concerns for at-risk students. Students have support from their school counselor and/or outside mental health agencies, as well as the district's Behavioral Health and Wellness Coordinator to ensure behavioral and mental health needs are being addressed in a timely manner.