

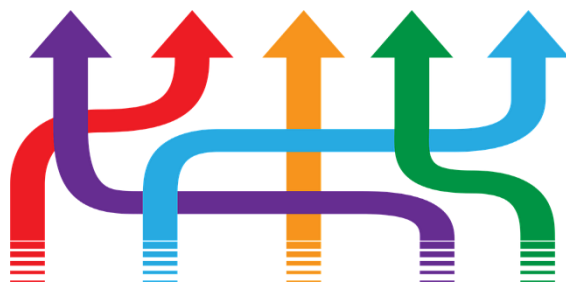


Policies, Practices, Procedures

The Elida Board of Education is committed to providing a free appropriate public education ("FAPE") to children with disabilities between the ages of three (3) and twenty-one (21), inclusive, who have been identified in accordance with applicable State and Federal laws, rules, and regulations. This includes children with disabilities who have been suspended or expelled from school, failed or been retained in a course or grade, and are advancing from grade to grade. It further includes students with disabilities who are confined to community corrections facilities or juvenile detention centers. The District shall provide students with disabilities the services to which they are entitled pursuant to their individualized education programs ("IEPs") and in accordance with the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities, including Child Find and Evaluation requirements. Students with disabilities who are in adult county jails shall continue to receive FAPE during incarceration subject to their continued eligibility for services and subject to exceptions related to security and safety.

In order to satisfy the requirements of the *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities* ("Ohio Operating Standards"), the Board of Education adopts the model policies and procedures promulgated by the Ohio Department of Education and Workforce ("DEW"), which is incorporated by reference into this policy. While the Special Education Model Policies and Procedures ("Model Policies") issued by the DEW are comprehensive, the document does not include every requirement set forth in the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), the regulations implementing the IDEA, the Ohio Operating Standards, the Ohio Revised Code, and/or the Ohio Administrative Code. As such, the Board affirms its obligation to follow these laws and regulations, regardless of whether their provisions are restated in the Model Policies.

Copies of Model Policies, relevant policies, and procedures are available at the office of the Board of Education.



Career Advising

This policy has been developed as prescribed in R.C. 3313.6020 and the State Board of Education's Model Policy. This policy shall be updated at least once every two (2) years. The policy shall be made available to students, parents/guardians/custodians, and local postsecondary institutions, residents of the District, and shall be posted on the District website.

Career advising is an integrated process that helps students understand how their personal interests, strengths, and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. Students need to have access to comprehensive resources and support to prepare for their future success. Through relevant classroom instruction, career-related learning experiences, and a program of counseling and advising, students can discover their interests and explore academic and career pathway options.

The District's Career Advising Plan shall include:

- A. Grade-level examples that link students' schoolwork to one (1) or more career fields.
- B. Career advising to students in grades K-12, which includes age-appropriate activities and also includes creating and maintaining a Student Success Plan beginning in grade 6.
- C. Additional interventions and career advising for students who are identified as at risk of dropping out of school.

These may include:

- 1. Identifying students who are at risk of dropping out of school using a local, research-based method, such as the Early Warning System offered by the Ohio Department of Education, with input from teachers, school counselors, and other appropriate school staff.
- 2. Developing a Student Success Plan for each at-risk student that addresses the student's academic and career pathway to successful

graduation and the role of career-technical education, competency-based education, and experiential learning when appropriate.

3. Before developing a Student Success Plan, District staff will invite the student's parent/guardian/custodian to assist. If that adult does not participate in the plan development, the District will provide the adult with a copy of the plan, a statement of the importance of a high school diploma, and a listing of the pathways to graduation available to the student.
 4. After the Student Success Plan is developed, the District will provide career advising to the student that is aligned with the Student Success Plan and the District's career advising plan.
- D. Training for employees on how to advise students on career pathways, including training on advising students using the tools available in OhioMeansJobs K-12.
- This may also include training on other online tools provided that offer resources for discovering career interests, exploring and researching career and education options, and supporting the development of a Student Success Plan.
- E. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit.
- F. Information on courses that can award students both traditional academic and career-technical credit.
- G. Information regarding career fields that require an industry-recognized credential, certificate, associate's degree, bachelor's degree, graduate degree, or professional degree.
- H. Information about ways to offset the costs of a postsecondary education including:
1. the reserve officer training corps;
 2. the College Credit Plus (CCP) Program;
 3. the Ohio Guaranteed Transfer Pathways Initiative; and
 4. joint academic programming or dual enrollment opportunities with state universities and community colleges.

- I. Documentation on career advising provided for review by the student, student's parent, guardian or custodian, and schools the student may attend in the future.

This may include activities that support the student's academic, career, and social/emotional development, such as those saved to a student's OhioMeansJobs K-12 Backpack.

- J. The supports necessary for students to have successful transitions from high school to their postsecondary destinations, including interventions and services for students in need of remediation in mathematics and English language arts.



Graduation Requirements and Other

In order to acknowledge each student's successful completion of the instructional program, appropriate to the achievement of District goals and objectives as well as personal proficiency, the Board of Education awards a diploma to eligible students at a graduation ceremony.

The Board of Education shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by State law and this Board or who properly completes the goals and objectives specified in the student's individualized education program (IEP) including either the exemption from or the requirement to complete the tests required by the State Board of Education in order to graduate. In addition to earning course credits, each student must show competency and readiness.

Course Credits Required for Graduation

The requirements for graduation from high school include earning twenty-one (21) units of credit in grades nine (9) through twelve (12) as established in State law and this Board and fulfilling the requirements of one (1) graduation pathway that has been approved by the State. To graduate, students must earn twenty-one (21) units of credit in grades nine (9) through twelve (12) as follows:

Subject	Units Required
English Language Arts	4
Health	.5

Physical Education	.5
Mathematics (must include one (1) unit of algebra II or equivalent of algebra II or one (1) unit of advanced computer science. Parents must sign a written statement acknowledging that not taking algebra II might negatively impact college admissions decisions before a student may substitute advanced computer science for algebra II. Students who are enrolled in a career technical program may complete a career-based pathway math course as an alternative to algebra II or advanced computer science.)	4
Science (must include one (1) unit physical sciences, one (1) unit of life sciences, and one (1) unit advanced study in one (1) or more of: chemistry, physics, other physical science, advanced biology or other life science, astronomy, physical geology, or other earth or space science, computer science.)	3
Social Studies (must include at least one-half (1/2) unit in world history and civilizations.)	3
History and Government (must include one-half (1/2) unit of American history, one-half (1/2) unit of American government.)	
Electives (must include one (1) or any combination of a foreign language, computer coding, fine arts, business, career-technical education, family and consumer sciences, technology,	4.5

agricultural education, a junior reserve officer training corps (JROTC) program approved by the U.S. Congress, or English Language Arts, Mathematics, Science, or Social Studies courses not otherwise required.)

Fine Arts - All students must complete at least two (2) semesters of fine arts taken any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement. 1

Financial Literacy - beginning with the class of 2027 .5

All students must receive instruction in economics and financial literacy during grades nine (9) through twelve (12). Additionally, all students must receive instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator from an approved source during grades nine (9) through twelve (12) unless the student is exempted from such training due to a disability or by written request of the parent.

Physical Education Waiver

Students who have participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) full seasons, as defined in the Student handbook, while enrolled in grades nine (9) through twelve (12) and as documented by the principal or assistant principal, may be excused from the high school physical education requirement. Students electing such an excuse shall complete one-half (1/2) unit of at least sixty (60) hours of instruction in another course of study which is designated by the Board as meeting the high school curriculum requirements. A student who has participated in the junior reserve officer training corps for at least two (2) full school years while enrolled in grades nine (9) through twelve (12) may be excused from the high school physical education requirement and may use credit for such

Credit may be earned by:

- A. completing coursework;
- B. testing out of or demonstrating mastery of course content; or

- C. pursuing one (1) or more educational options in accordance with the District's Credit Flexibility Program.

Credit may be earned at an accredited postsecondary institution through College Credit Plus (CCP).

Every high school may permit students below the ninth grade to take advanced work for credit. This work shall count toward the graduation requirements if it was both:

- A. taught by a person who possesses a license/certificate issued under State law that is valid for teaching high school;
- B. designated by the Board as meeting the high school curriculum requirements.

No student shall be required to remain in school for any specific number of semesters or other terms if the student completes the required curriculum early.

Competency Requirements

To graduate, students must earn a “competency” score on the state Algebra I and English Language Arts II tests. Students who do not pass the test will be offered appropriate remediation and supports and will retake the test at least once. In lieu of attaining competency scores on the state tests, students can demonstrate competency by one (1) of the following:

- A. Obtain a remediation-free score in the math or English subject areas on the ACT or SAT.
- B. Complete two (2) of the following options, with at least one (1) of the options being a foundational option:
 - 1. Foundational Options: obtain proficient scores on three (3) or more WebXams in a single career pathway, earn a twelve (12) point approved industry-recognized credential or group of credentials, or complete a pre-apprenticeship program recognized by the Ohio State Apprentice Council, a registered apprenticeship in the student’s chosen career field, or show evidence of acceptance into an approved apprenticeship program restricted to participants eighteen (18) years of age or older.
 - 2. Supporting Options: complete a 250-hour work-based learning experience with evidence of positive evaluations, earn the required score on

WorkKeys, or earn the OhioMeansJobs Readiness Seal.

- C. Enlist in the military and present evidence of a signed contract to enter a branch of the U.S. armed services upon graduation.
- D. Earn credit for a college-level math and/or college-level English course in the subject(s) not passed on the state exams through the College Credit Plus Program.

Readiness Requirements

Students must demonstrate readiness for graduation by earning at least two (2) diploma seals, one (1) of which must include a State-approved seal from the following list:

- A. Seal of Biliteracy;
- B. OhioMeansJobs-Readiness Seal;
- C. Industry-Recognized Credential Seal;
- D. College-Ready Seal;
- E. Military Seal;
- F. Citizenship Seal;
- G. Science Seal;
- H. Honors Diploma Seal;
- I. Community Service Seal;
- J. Fine and Performing Arts Seal;
- K. Student Engagement Seal;
- L. Technology Seal.

An honors diploma shall be awarded to any student who meets the established requirements for graduation or the requirements of the student's IEP; attains the applicable scores on the tests required by the State Board of Education to graduate; and meets any additional criteria the State Board may establish.

Participation in commencement exercises is a privilege and not a right. Commencement exercises will include only those students who have successfully completed the requirements for graduation as certified by the high school principal or those students who have otherwise been deemed eligible to participate in such exercises. A student may be denied participation in the ceremony of graduation when personal conduct so warrants. However, no student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure.

The Board also shall grant a diploma of adult education to all District residents over the age of twenty-one (21) who meet the requirements established by the State Board of Education.

The Superintendent shall establish whatever administrative guidelines are necessary to comply with State rules and regulations. The District shall comply with all data reporting requirements regarding graduation and post-high school outcomes.



Students At-Risk of Not Qualifying for a High School Diploma

The Board of Education is committed to ensuring that all students have an opportunity to graduate with a high school diploma. To assist with this commitment, a graduation plan is developed for all students who are enrolled in high school. The Board also utilizes specific procedures and criteria to identify students who are at-risk of not qualifying for a high school diploma and provides appropriate interventions and supports to assist at-risk students in meeting graduation requirements.

Development of a Graduation Plan

The District will develop a graduation plan for each student enrolled in grades nine through twelve. The plan will be developed jointly by the student and a District representative and will remain in effect until the student qualifies for a high school diploma. The plan will be updated annually and will describe the targeted academic pathway(s) for the student to meet graduation requirements. Parents/guardians will be invited to assist in developing and updating the graduation plan.

The District may use a student's Individualized Education Plan ("IEP") in lieu of developing a graduation plan if the IEP contains academic goals that are substantively similar to a graduation plan.

Criteria for Identifying Students At-Risk

The determination of whether a student is at-risk of not qualifying for a high school diploma will be made using one (1) or more of the following criteria:

- A. student's lack of adequate progress in meeting the terms of a graduation plan;
- B. excessive tardiness or absences from school;
- C. history of in-school or out-of-school discipline such as suspension and expulsion;
- D. failing quarter/semester grades

Administrative guidelines will be implemented that further define the criteria and how it will be used to identify at-risk students.

Procedures for Identifying Students At-Risk

The Superintendent will develop and implement procedures for identifying at-risk students enrolled in grades nine through twelve.

The procedures will include a method for determining when a student is not making adequate progress in meeting the terms of their graduation plan, as well as a process for determining whether students meet any of the other criteria included in this policy and administrative guidelines. Students who are identified as at-risk will be provided appropriate interventions and supports in accordance with Board policy and administrative guidelines.

Parent Notice

Upon determination that a student has been identified as at-risk, and at least annually thereafter while the student remains identified as at-risk, the District will provide parents/guardians with written notice. The notice will include the following information:

- A. a statement that the student is at-risk of not qualifying for a high school diploma;
- B. a description of the curriculum requirements and/or the student's individualized education program requirements that must be completed, as well as any other requirements a student, must satisfy to qualify for a high school diploma; and
- C. a description of any additional instructional interventions and supports that are available to assist the student with meeting the qualifications for a diploma.

Interventions and Supports

The Board will provide instructional interventions and supports for students identified as at-risk. The interventions and supports will be selected to assist the student in qualifying for a diploma. Interventions and supports may include the following:

- A. mentoring programs;
- B. tutoring programs;
- C. earning high school credit through demonstration of subject area competency;
- D. adjusted curriculum options;

- E. career-technical program options;
- F. mental health services;
- G. physical health care services;
- H. family engagement and support services.



Diploma Deferral

Social graduation is an opportunity for students with individualized education programs ("IEPs") to participate in high school graduation ceremonies without obtaining an official diploma. Students with IEPs who have completed all academic requirements for high school graduation, but could benefit, as determined by their IEP teams, from continued work on the student's transition-related IEP goals, may be eligible for social graduation. Students may participate in social graduation only upon the recommendation of their respective IEP teams. If social graduation is recommended, the student may engage in all aspects of the graduation celebration (e.g., wearing a cap and gown; sitting with the graduating class; having the student's name printed in the program and read aloud at the ceremony; walking across the stage to receive a faux diploma). Instead of receiving an official diploma, however, the student will receive an unsigned diploma or a certificate of participation.

Ordinarily, the determination of whether social graduation is recommended for any particular student will be done on an individual basis during the first semester of any year in which the student's chronological peer group is eligible to receive a high school diploma. The IEP team may raise the issue or the student and/or the student's parent may raise the issue. The IEP team members should consider whether social graduation is appropriate to further the student's progress with regard to IEP goals. The team may also consider any objectives the student will be required to accomplish before the student is eligible to participate. Finally, the team should determine additional arrangements or preparations, if any, that will need to be made to enable the student to participate in the ceremony. If the team determines that social graduation is recommended, the Superintendent or designee shall be notified. The IEP team makes the final decision with regard to social graduation, in accordance with the student's IEP goals, Federal and State laws and regulations, and local Board policies. Students for whom participation in graduation ceremonies is precluded for disciplinary issues (when the discipline was not a manifestation of the student's disability) or nonpayment of school fines may not participate in social graduation.

After participating in the ceremony, the student is expected to continue working on the student's transition-related IEP goals and objectives. The student will also continue to receive services to address the student's transitional, vocational, and/or independent

living skills as delineated in the student's IEP. An official high school diploma will be granted to the student when the IEP team determines that the student has made sufficient progress on the student's transition-related IEP goals and/or the student reaches the age of twenty-two (22), whichever occurs first.

When the student turns twenty-two (22) during the school year, the student will be permitted to complete the current semester before services cease.