

**Sidney City Schools Practices & Procedures for Graduation Indicator 1  
(Students with Disabilities)  
2025-2026 School Year**

**I. Identification of At-Risk Students for Graduation**

Early Warning System (EWS) & Risk Thresholds

To systematically identify students at risk of not graduating, the district will utilize an **Early Warning System (EWS)** with the following risk indicators:

<b>Category</b>	<b>Threshold for Identification</b>
<b>Course Failures</b>	Failing two consecutive grading periods in ELA or Math.
<b>State Testing Failures</b>	Scoring below <b>684</b> on the Algebra I and/or English II End-of-Course (EOC) exams.
<b>Attendance</b>	Missing <b>10% or more</b> of instructional days per semester.
<b>IEP Progress</b>	Not meeting <b>50% or more</b> of IEP goals in a given year.
<b>Disengagement Indicators</b>	Chronic behavioral issues, low participation, incomplete assignments.

Once flagged, students will be placed into **Tier 1, 2, or 3 interventions** using the **Multi-Tiered System of Supports (MTSS)** framework.

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**II. Multi-Tiered System of Supports (MTSS) for Graduation Success**

Tier 1: Universal Interventions (All Students with Disabilities)

- **Core Instructional Support**
  - Individualized instructional accommodations per **IEP mandates**.
  - Frequent **progress monitoring every 6-9 weeks**.
  - **PBIS (Positive Behavioral Interventions and Supports)** to encourage engagement.

- **Academic & Career Readiness**
  - Career exploration activities beginning in **Grade 6**.
  - Integration of **Ohio Means Jobs Readiness Seal Activities**.

Tier 2: Targeted Interventions (Identified At-Risk Students)

- **Individual Success Plans (ISPs) for Grades 6-8 & Graduation Plans for 9-12**
  - Created by **Teacher-Based Teams (TBTs)**.
  - Includes **goal-setting, parent engagement, and alternative learning pathways**.
  - Plans **reviewed quarterly** to monitor student progress.
- **Intervention Strategies Prior to Online Learning Use:**
  - **Small-Group Instruction & Peer Tutoring** – Weekly academic sessions.
  - **Before/After-School Tutoring** – Additional in-person remediation options.
  - **Credit Recovery Courses** – Structured summer and evening school programs.
  - **Social-Emotional Support** – Targeted interventions for students with emotional barriers.
- **Parent & Guardian Engagement**
  - **Mandatory meetings** for students flagged by EWS.
  - Ongoing **family workshops on academic and behavioral strategies**.

Tier 3: Intensive Interventions (High-Risk Students)

- **One-on-One Support**
  - **Weekly counseling and mentorship sessions**.
  - Assignment of a **dedicated intervention specialist**.
  - Additional **modifications in course schedules** to support unique learning needs.
- **Alternative Graduation Pathways**
  - Access to **Career-Based Intervention (CBI) programs**.
  - Work-based learning partnerships with **local industries and businesses**.
- **Credit Recovery Through Naviance (Last-Resort Option)**
  - **Enrollment in online credit recovery programs** only **after** in-person interventions have been exhausted.
  - Weekly **progress monitoring** by intervention specialists.

### III. Graduation Monitoring & Alternative Pathways

Graduation Readiness Tracking

- **Quarterly data reviews** of credits, EOC scores, and attendance.

- **Implementation of locally-defined graduation seals** for students requiring alternative assessment measures.

#### Alternative Graduation Pathways for Special Education Students

- **Career-Technical Education (CTE) Programs:** Includes WebXams, apprenticeships, and on-the-job training.
  - **Military Enlistment Readiness:** Support for ASVAB preparation and career pathway exploration.
  - **College Credit Plus (CCP):** Dual enrollment for students demonstrating advanced academic ability.
  - **Competency-Based Graduation Pathways:** Alternatives for students who struggle with traditional testing.
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## V. Implementation & Oversight

### District Leadership Team (DLT) Responsibilities

- **Ensure policy compliance with P.O. 5460.02, P.2460, P.O. 2413, and P.O. 5460.**
- Conduct annual policy **review and revisions** as needed.
- Oversee **graduation data analysis and strategic intervention planning.**

### Building Leadership Team (BLT) Responsibilities

- **Monitor school-wide EWS data and at-risk indicators.**
- Coordinate intervention strategies across grade levels.
- **Host monthly team meetings** to discuss student progress.

### Teacher-Based Teams (TBT) Responsibilities

- Review individual **student data bi-weekly.**
  - Develop, implement, and adjust **Success and Graduation Plans.**
  - Coordinate with parents, intervention specialists, and administrators.
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## VI. Staff Practices for Policy Execution

### A. Classroom-Based Supports

- Daily **PBIS implementation.**

- Regular use of **sensory breaks and trauma-informed teaching methods**.
- Embedded **executive functioning supports** (visual schedules, structured transitions, etc.).

B. Virtual & Hybrid Learning Support

- **Tech assistance for SWD enrolled in online programs**.
- **One-on-one tutoring options** for virtual learners.
- **Restorative circles** for social-emotional support in digital classrooms.

C. Credit Recovery Program Implementation

- **Early identification of failing students** before they require credit recovery.
- **Blended learning options combining in-person instruction with online support**.
- **Use of after-school intervention specialists to assist struggling students**.

**VII. Data Review and Continuous Improvement**

Team	Focus Areas	Meeting Frequency	Data Reviewed
DLT (District Leadership Team)	Policy alignment, MTSS implementation	Quarterly	Graduation rates, IEP compliance, attendance trends
BLT (Building Leadership Team)	School-wide interventions, EWS monitoring	Monthly	ABC data (Attendance, Behavior, Coursework)
TBT (Teacher-Based Team)	Individual student interventions, instructional planning	Bi-weekly	Student progress in ELA, Math, behavior, credit recovery