Keystone Local School District
Department of Pupil Services

Indicator 1 of Ohio's Special Education Performance Profile focuses on the graduation rates of students with disabilities, aiming to ensure they complete high school with a regular diploma. To meet this indicator, districts should implement comprehensive policies, procedures, and practices that support the academic success and timely graduation of these students.

Policies:

Inclusive Education Policy: Commit to providing an inclusive educational environment where students with disabilities have access to the general education curriculum alongside their peers.

Individualized Education Program (IEP) Development: Ensure that each student with a disability has a tailored IEP that addresses their unique needs, sets measurable goals, and outlines necessary accommodations and services.

Transition Planning Policy: Mandate the inclusion of transition planning in the IEP by age 14, focusing on post-secondary goals and the steps needed to achieve them.

Early Warning Systems: Implement policies to identify and support students at risk of not graduating, using data-driven approaches to provide timely interventions.

Procedures:

1. Earning Credits and Meeting Graduation Requirements

Special education students are expected to meet the same credit and graduation requirements as their nondisabled peers, unless otherwise specified in their IEP under allowable state exemptions. The following procedures are in place to support this process:

- **IEP-Driven Course Selection:**
    - During annual IEP meetings, the IEP team (including the student and parent(s)/guardian) will review graduation requirements, discuss the students current progress, if they are on track for graduation, and select courses that align with both the student's least restrictive environment and postsecondary goals.
    - If the student is not on track for graduation,the IEP team will create a plan to get the student back on track (credit recovery, alternate pathway, exemption etc)

- **Access to General Education Curriculum:**
    - Students with disabilities are placed in their least restrictive environment, that begins in the general education setting with supports, accommodations, and modifications as necessary to access the curriculum.
    - Co-teaching models, accommodations, and modifications are implemented to ensure equal access to credit-bearing coursework.
- **Alternative Pathways (When Applicable):**
    - If a student's disability significantly impacts their ability to meet specific graduation requirements, the IEP team may consider alternate pathways (e.g., substitute assessments, alternative demonstrations of competency) as permitted by ODEW.
    - These decisions are documented in the IEP with clear justification.

2. Systems to Track Progress Toward Graduation

- **Credit Audit and Transcript Reviews:**
    - School counselors complete formal transcript reviews for students with IEPs their 9th grade IEP annual reviews and update credit tracking documents at least once per semester.
    - IEP Case managers will collaborate with school counselors to monitor students' course completion and identify any gaps or risks in credit attainment each quarter.
- **Progress Monitoring:**
    - Intervention Specialists will maintain ongoing data to track student progress on IEP goals as well as student grades in credit-bearing classes.
    - Student grades are reviewed quarterly in collaboration with general education teachers to make timely instructional adjustments.

- **Quarterly Progress Reviews:**
    - Each quarter, intervention specialists meet with PLC's to review data on grades, attendance, behavior, and progress toward IEP goals. Students not on track will receive intervention 3x a week per the high school weekly calendar.
    - Any significant concerns will initiate an IEP team meeting to discuss solutions which could include an amendment.
- **Early Warning Indicators:**
    - The district uses a flagging system in its student information system (SIS) to identify students at risk of not graduating (e.g., credit deficiency, chronic absenteeism, unmet competency).
    - Flagged students are referred for intervention meetings as appropriate.

3. Use of Graduation Requirement Exemptions

- **Team-Based Decision-Making:**
    - Graduation requirement exemptions (e.g., for end-of-course assessments or other state-approved waivers) are only considered through a formal IEP team meeting process, with documentation of how the student's disability impacts their ability to meet the requirement, data to show that remediation has been provided, and all alternative pathways have been explored and discussed.
    - These discussions are guided by current ODEW criteria for alternate pathways or assessment exemptions.
- **Documentation in the IEP:**
    - Any exemption must be clearly documented in the IEP, including rationale, data to support the decision, and its alignment with postsecondary transition goals.
    - Exemptions are evaluated individually, based on data and team input.
- **Administrative Oversight:**
    - All graduation requirement exemptions require final review and approval by the Director of Pupil Services and the building principal to ensure consistency, compliance, and equity.

Practices:

Differentiated Instruction: Employ teaching methods that cater to diverse learning styles and needs, ensuring all students can access the curriculum effectively.

Student Support Services: Integrate related services such as speech therapy, occupational therapy, and counseling into the school day to support student success.

Alternative Pathways to Graduation: Offer flexible scheduling, credit recovery programs, and alternative assessments to accommodate diverse learning needs and circumstances.

By implementing these policies, procedures, and practices, our district can enhance the educational experiences of students with disabilities, thereby improving graduation rates and meeting Indicator 1 of Ohio's Special Education Performance Profile.