



Book	Policy Manual
Section	Policies for the Board
Title	Vol. 38, No. 2 - January 2020 New STUDENTS AT-RISK OF NOT QUALIFYING FOR A HIGH SCHOOL DIPLOMA
Code	po5460.02
Status	

5460.02 - 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 in ____ or more classes for at least ____ semesters during high school;
- E. ~~(-)~~ _____;
- F. ~~(-)~~ _____.

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. ~~[-]~~ Procedures may also include a process to identify at-risk students before they enter ninth grade.

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;
- I. ~~↔~~ _____
- J. ~~↔~~ _____.

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