

Policy for Graduating Students with an IEP

The Tomorrow Center

Section 1: Policy Statement

The Tomorrow Center is committed to ensuring accurate reporting of graduation rates for students with Individualized Education Programs (IEPs) in compliance with Ohio Department of Education and Workforce (DEW) guidelines. Our goal is to provide equitable access to a high school diploma while maintaining transparency, accountability, and robust transition planning. Students with IEPs are held to the same credit and course requirements as their nondisabled peers unless exempted by the IEP team in accordance with state policy.

Section 2: Graduation Procedures

2.1 Identification and Documentation

- At the beginning of each academic year, intervention specialists identify students within one to two years of graduation.
- Specialists maintain a **Graduation Credit Monitoring Sheet** (Appendix A1) to monitor credit attainment and pathway progress quarterly.
- Transcripts are reviewed in collaboration with school counselors to ensure timely credit documentation every semester.

2.2 Transition Planning

- Annual transition planning begins at age 14. The Intervention Specialist uses a **Transition Planning Summary Form (Appendix A2)** to help guide the transition planning.
- Transition goals are aligned with students' academic and vocational interests.
- Goals and services are incorporated into the IEP and reviewed annually.

2.3 Credit Attainment and Graduation Requirements

- Students with IEPs are expected to meet the same credit requirements unless exemptions from passing state test are approved.
- Excusal from not passing required graduation tests are discussed during annual IEP meetings and tracked by a **Graduation Exemption Review Log (Appendix A4)**
- Documentation of exemptions from passing state tests must follow DEW policy and be included in the IEP.

2.4 Monitoring and Tracking System

- An internal monitoring system is used to track all students' credit progress. Internal monitoring includes a paper documentation checklist included in the students' cumulative files.
- The specialist reviews the IEP transition services each semester to determine if the student is on track for their transition goals. A transition planning summary log is completed.
- Reports are shared with the student's success coach and discussed with the IEP team.
- Tier 2 Interventions are implemented as needed when students fall behind.

2.5 Summary of Performance (SOP)

- Completed prior to graduation for each student with an IEP the Intervention Specialist uses a **Summary of Performance (Appendix A3)** to guide and check transitioning from high school.
- Includes:
 - Academic achievement
 - Functional performance
 - Post-secondary recommendations

2.6 Exit Reporting

- Records are updated to indicate students who graduate and exit special education.
- Data is submitted by the special education coordinator for state reporting.
- Annual reviews ensure accuracy and compliance.

2.7 Data Submission and Compliance Review

- Special education coordinator submits all required data to DEW.
- Annual internal reviews ensure procedures meet state and federal guidelines.

Section 3: Graduation Support Practices

3.1 Collaboration

- Staff across departments coordinate efforts to ensure academic success for students with IEPs.

3.2 Student-Centered Approach

- Transition and graduation planning are customized to meet each student's goals.

3.3 Continuous Monitoring

- Progress toward graduation is tracked consistently and addressed with timely supports.

3.4 Parent and Student Involvement

- Families and students are key participants in all graduation-related planning.

3.5 Graduation Pathway Appropriateness

- IEP teams review graduation pathway appropriateness annually. The success coach is present at the IEP meeting to help determine graduation appropriateness in regards to seal completion and opportunities.
- The IEP team conducts an in-depth review beginning in the junior year to ensure readiness and compliance. Seal progress and opportunities are discussed with the student and parents at this time.
- Graduation exemptions are followed through the state guidelines using the Ohio's Alternate Assessment Participation Decision-Making Tool to determine eligibility for alternate assessment.
- Students who transfer from another school during a semester may have prior coursework evaluated for potential credit.

Appendix A1: Graduation Credit Monitoring Sheet

Purpose: Track student credits and progress toward graduation, including pathway status and interventions.

Template Format:

Student Name	Grade	Graduation Year	Credits Earned	Credits Required	Core Courses Met (Y/N)	Pathway Status (ODE Approved?)	Exemptions (Y/N)	Intervention Status	Review Date	Notes
John Smith	11	2026	13	20	Y	Y	N	On Track	3/15/2025	Needs 1 more math credit

Maintained by: Intervention Specialist

Review Frequency: Quarterly

Shared with: Counselor, Success Coach, IEP Team

Appendix A2: Transition Planning Summary Form

Purpose: Summarize transition goals and services aligned with graduation planning for students ages 14+.

Template Format:

Student Name: _____

Date of Review: _____

Grade: _____

Expected Graduation Year: _____

1. Post-Secondary Goals

- Education/Training: _____
- Employment: _____
- Independent Living (if applicable): _____

2. Current Services Supporting Transition:

- ☐ Vocational Training
- ☐ Job Shadowing
- ☐ College Prep Support
- ☐ Independent Living Skills
- ☐ Agency Linkage (e.g., Opportunities for Ohioans with Disabilities)

3. Planned Services for Next IEP Cycle:

4. Student Involvement in Planning:

- ☐ Present at IEP Meeting
- ☐ Completed Transition Survey
- ☐ Identified Post-School Goals

5. Next Steps:

Attached to: Annual IEP

Reviewed by: IEP Team

Appendix A3: Summary of Performance (SOP) Template

Purpose: Provide a comprehensive exit document that supports post-secondary transition.

Template Format:

Student Name: _____

Date of Graduation/Exit: _____

Disability Category: _____

Primary Contact: _____

1. Academic Achievement Summary

- Strengths: _____
- Needs: _____
- Completed Courses/Pathways: _____

2. Functional Performance Summary

- Social/Emotional Skills: _____
- Independent Living Skills: _____
- Work Behaviors: _____

3. Accommodations/Modifications Provided:

4. Assistive Technology Used (if any):

5. Post-Secondary Recommendations:

- Education/Training: _____
- Employment: _____
- Community Resources/Agencies: _____

Prepared by: Intervention Specialist

Reviewed with Student: Yes / No

Distributed to Family: Yes / No

Appendix A4: Graduation Exemption Review Log

Purpose: Document any exemptions from graduation requirements and IEP team decisions supporting them.

Template Format:

Student Name	Grade	Date of IEP Meeting	Exemption Type (Course/Assessment)	Justification (per IEP)	Team Decision	Parent Consent Obtained	ODE Notification Date	Notes
Jane Doe	12	11/10/2024	Algebra II	Disability-related impact on performance	Approved	Yes	11/12/2024	Aligned with vocational path

Reviewed Annually and included in the IEP
Stored by: Special Education Coordinator