OPTIONS FOR HIGH SCHOOL GRADUATION FOR STUDENTS WITH DISABILITIES
April 2013

I. Introduction

In October 2009 Ohio Revised Code (ORC) 3313.603 was revised. This revision provided additional options or pathways to graduation. Students with disabilities now have four pathways to graduation. This paper will provide information on each of the four pathways to graduation and the requirements for completing each pathway. The Individualized education program (IEP) teams must select one of the appropriate pathways based on each student's strengths and needs and post-secondary goals. Components of the different pathways cannot be altered or combined with components of other pathways.

II. The Four Pathways to Graduation

A. The first pathway to graduation is for the student with a disability who enters the ninth grade prior to July 1, 2010. The student must:
- complete the high school curriculum of 20 units that was in place prior to the Ohio Core Curriculum as outlined in ORC 3313.603 (B);
  and
- pass all five parts of the Ohio Graduation Tests (OGT) either with or without accommodations as per the IEP as outlined in ORC 3313.0710;
  or
- pass four of the five parts of the OGT and meet the seven additional criteria for the alternative pathway to graduation as outlined in ORC 3313.615;
  or
- for those students who are significantly cognitively impaired, complete an OGT alternate assessment as determined by using the decision framework found in The Ohio Statewide Assessment Rules Book, as outlined in Ohio Administrative Code (OAC) 3301-13-03 and pass all four parts (ELA, Mathematics, Science, and Social Studies);
  or
- take the OGT or OGT alternate assessment at least once after being excused from the consequences of passing the OGT or OGT alternate assessment by the IEP team; this excusal may be for any of the five parts of the OGT or for all of the OGT as outlined in ORC 3301.0711 or this excusal may be for any of the four parts or all of the OGT alternate assessment.

Graduation Path 1	Complete 20 credits
OGT	
Alternative Pathways	
AASCD	
OGT/AA Excusal	

B. The second pathway to graduation is for the student with a disability who enters the ninth grade on or after July 1, 2010. The student must:
- complete the Ohio Core Curriculum of 20 units as outlined in ORC 3313.603;
  and
- pass all five parts of the Ohio Graduation Tests (OGT) either with or without accommodations as per the IEP as outlined in ORC 3313.0710;

or

- pass four of the five parts of the OGT and meet the seven additional criteria for the alternative pathway to graduation as outlined in ORC 3313.615;

or

- for those students who are significantly cognitively impaired, complete an OGT alternate assessment as determined by using the decision framework found in The Ohio Statewide Assessment Rules Book, as outline in Ohio Administrative Code (OAC) 3301-13-03 and pass all four parts (ELA, Mathematics, Science, and Social Studies);

or

- take the OGT or OGT alternate assessment at least once after being excused from the consequences of passing the OGT or OGT alternate assessment by the IEP team; this excusal may be for any of the five parts of the OGT or for all of the OGT as outlined in ORC 3301.0711 or this excusal may be for any of the four parts or all of the OGT alternate assessment.

Graduation Path 2	Ohio Core
OGT	
Alternative Pathways	
AASCD	
OGT/AA Excusal	

C. The third pathway to graduation is for the student with a disability who enters ninth grade on or after July 1, 2010, and before July 1, 2014 to:

- complete two years of high school as determined by the school;
- sign and file a written statement, as stipulated by the school, which provides consent from both the student and the student's parent, guardian or custodian that allows the student to complete a curriculum other than the Ohio Core Curriculum. (Parent and student signature on the IEP meets the requirement of the Opt-Out consent.) Students with disabilities with an IEP are exempt from the consequence of being ineligible to enroll in most state universities in Ohio without further coursework as a result of Opting-Out; and complete an individual career plan as outlined in ORC 3313.603(D) or include in the student's IEP the components of an individual career plan that includes the following:
    - The transition section of the student's IEP will include supports, services and postsecondary goals that allow the student to matriculate into a two year degree program or acquire a business or industry credential or enter an apprenticeship;
    - The services section of the student's IEP will include counseling and support services that will address the child's needs and allow the child to successfully complete their transition plan;
    - Complete the high school curriculum of 20 units that was in place prior to the Ohio Core Curriculum as outlined in ORC 3313.603(B).

and

- pass all five parts of the OGT either with or without accommodations as per the IEP as outlined in ORC 3313.0710;

or

- pass four of the five parts of the OGT and meet the seven additional criteria for the alternative pathway to graduation as outlined in ORC 3313.615;

or

- for those students who are significantly cognitively impaired, complete an OGT alternate assessment as determined by using the decision framework found in The Ohio Statewide Assessment Rules Book, as outline in Ohio Administrative Code (OAC) 3301-13-03 and pass all four parts (ELA, Mathematics, Science, and Social Studies);

  or

- take the OGT or OGT alternate assessment at least once after being excused from the consequences of passing the OGT or OGT alternate assessment by the IEP team; this excusal may be for any of the five parts of the OGT or for all of the OGT as outlined in ORC 3301.0711 or this excusal may be for any of the four parts or all of the OGT alternate assessment.

Graduation Path 3	Opt-Out
OGT	
Alternative Pathways	
AASCD	
OGT/AA Excusal	

D. The fourth pathway to graduation will enable a student with a disability to:
   - successfully complete the student's standards-based IEP as determined by the student's IEP team;
   - IEPs used as the basis for determining graduation must:
     - Be developed based on the Ohio Academic Content Standards – Extended (OACS-E);
     - Have provided and delivered services to meet a student's educational needs to enable the student to advance appropriately toward attaining annual goals (IDEA §300.320(a)(4));
     - Include measureable postsecondary goals based on age appropriate transition services related to training, education, employment, and when data supports a need, independent living skills; and the transition services, including courses of study and linkages to appropriate agencies, needed to assist the student in reaching those goals (IDEA §300.320(b);
     - Measure how well the student needs to perform in order to achieve his or her stated IEP goals (objectives or benchmarks), and how progress will be measured (IDEA §300.320(3)(i));
   - complete the high school curriculum of 20 units that was in place prior to the Ohio Core Curriculum as outlined in ORC 3313.603 (B)(C);

     and

   - for those students who are significantly cognitively impaired, complete an OGT alternate assessment as determined by using the decision framework found in The Ohio Statewide Assessment Rules Book, as outlined in Ohio Administrative Code (OAC) 3301-13-03 and pass all four parts (ELA, Mathematics, Science and Social Studies);

     or

   - take the OGT or OGT alternate assessment at least once after being excused from the consequences of passing the OGT or OGT alternate assessment by the IEP team; this excusal may be for any of the five parts of the OGT or for

all of the OGT as outlined in ORC 3301.0711 or this excusal may be for any of the four parts or all of the OGT alternate assessment.

Graduation Path 4	IEP Goals
AASCD	
OGT/AA Excusal	

Note: The fourth pathway is intended only for students with significant cognitive disabilities. Use the Pathway 4 *Graduation by IEP - Decision Making Guidelines* for assistance and documentation of the decision making process.