

Policy 4010: Graduation

The Governing Authority shall award a High School Diploma to every student who meets current graduation requirements as established by the Ohio Revised Code, Ohio Department of Education, and Governing Authority; or, who completes the goals and objectives specified in the student's Individualized Education Program ("IEP").

Commencement may include only those students who have successfully completed requirements for graduation, or who are eligible to participate as specified in the student's IEP, as certified by the School Director. No student shall be denied a diploma as a disciplinary measure. However, a student may be denied participation in the commencement when personal conduct so warrants.

The Management Company, through the Superintendent, shall establish appropriate administrative guidelines as necessary to comply with state law, rules, and regulations.

I. Specific Graduation Requirements

- A. Classes of 2021 and 2022 - For students who entered grade nine between July 1, 2017 and June 30, 2019, students must complete the "Three Pathways" or the "Permanent Requirements" as specified in law and by the Ohio Department of Education.
- B. Classes of 2023 and Beyond – For students who entered grade nine between July 1, 2019 and June 30, 2020 (and beyond), students must complete the "Permanent Requirements" as specified in law and by the Ohio Department of Education.
- C. Notes:
 - 1. Neither of the above provisions prevent a student who has completed the goals and objectives as specified in the student's IEP from qualifying for a diploma.
 - 2. Since the requirements may change or be clarified over time, the Governing Authority's express intention is that every student entitled to receive a high school diploma pursuant to the laws existing at that time shall receive a high school diploma.

II. Permanent Graduation Requirements

- A. The Permanent Graduation Requirements have two components:
 - 1. Demonstrate Competency - Students must demonstrate competency in math and English by meeting the established requirements.
 - 2. Preparation for College and Career – Students must earn two diploma seals, one of which must be state defined, to demonstrate technical



and professional readiness for careers, college, the military, or self-sustaining professions.

B. Diploma Seals

1. State defined graduation seals include a variety of seals as set forth on the Ohio Department of Education's website.
2. The Governing Authority may also establish "locally defined seals" that a student may earn towards graduation. The Governing Authority is establishing the Community Service Seal, Fine and Performing Arts Seal, and Student Engagement Seal that a student may earn towards satisfying the Diploma Seals requirements. The three locally defined seals are set forth below.

III. Locally Defined Seals

A. Community Service Seal

1. A high-quality community service seal project shall:
 - a. Lead Students to reflect on and address the needs of communities in which they live and work;
 - b. Promote meaningful community connections and a clearer understanding of the organizations and agencies that support community needs;
 - c. Allow students to apply knowledge and skills in practical settings and understand volunteerism in a local community;
 - d. Give students opportunities to gain new knowledge, skills and understanding that can support their future pursuits and successes; and
 - e. Connect students to the careers and professions available in the public, non-profit, and philanthropic sectors.
2. The student shall successfully:
 - a. Use prescribed forms provided by the school to complete the community service seal project.
 - b. Plan the project and seek pre-approval before beginning to log service hours, submitting a written description of the proposed work, and listing the duties and responsibilities.
 - c. Identify three learning outcomes related to the professional, technical, and academic skills that will be demonstrated through the community service project.
 - d. Complete the Experience Agreement identifying the Performance Coach or Designee and a Supervisor from the community organization, agency, or entity. A copy must be provided to the



home, school, and community organization for all parties to have emergency contact information.

- e. Complete and document 60 hours of service to meet requirements. Multiple community service organizations may be used to reach 60 hours and the work must be completed in the student's grades 9-12.
- f. Verify completed work by submitting a time log of hours worked, student reflection question sets 1, 2 and 3, and the Supervisor's verification and evaluation of skills and knowledge.

3. The school shall:

- a. Ensure that the student's community service proposal is a quality graduation project.
- b. Ensure that the student's chosen community organization(s) is reputable, and that the Supervisor will follow through in supervision and evaluation of the student. Ensure as much as possible that the organization will not jeopardize the student's graduation.
- c. Set intervals to check in with the student to monitor their progress and provide feedback and support, celebrating success and strengthening areas of growth.
- d. Review the Supervisor Verification and Evaluation of Skills and Knowledge form at the end of the project. Signatures of the student, Supervisor and Advisor show that all parties have reviewed, discussed, and approved the evaluation, and that the student has successfully earned the Community Service Seal.
- e. Maintain appropriate student records to identify that the student has met the requirements for earning the Community Service Seal.

B. Fine and Performing Arts Seal

1. A High-quality Fine and Performing Arts Seal project shall:

- a. Offer opportunities for students to show attributes such as foundational knowledge, social and emotional skills, and leadership and reasoning abilities that demonstrate their readiness to transition to an identified next step after high school;
- b. Promote a better understanding of the importance and value of civic and social engagement, the fine and performing arts, and individual or group contributions in a local community; and
- c. Build connections to the school, the broader community and the fine and performing arts.

2. The student shall successfully:



- a. Complete a minimum of 40 points earned toward the Fine and Performing Arts Seal from the following categories of activities, completed in the student's grades 9-12:
- b. 20-point category – Submit a written reflective journal for one of the 20-pt activities completed below and:
 - i. Create a pre-approved, original theatrical or musical program for performance by multiple students and co-direct with instructor or participate in it with peers.
 - ii. Participate in a lead role in a school performance.
 - iii. Have work displayed in a professional gallery art show.
 - iv. Earn 1st, 2nd, or 3rd place or honorable mention award in a reputable, community-based fine arts or performing arts competition. Complete any similar activity approved by the school.
- c. 10-point category – Submit a typed one-page narrative, explaining two learning outcomes gained from one of the 10-pt activities completed (examples include but are not limited to: technical skill; social-emotional skill such as teamwork, confidence; professional skill such as leadership, etc.), and:
 - i. Participate in the cast or crew of a production.
 - ii. Perform a solo dance, song, or scene in a school production.
 - iii. Have artwork displayed in the community.
 - iv. Have three or more works of art displayed in school-based show.
 - v. Complete two Fine or Performing Arts credits/courses with grades of B or better.
 - vi. Complete any similar activity approved by the school.
- d. 5-point category – Submit a half-page, typed narrative, explaining one learning outcome gained from one of the 5-point activities completed below and:
 - i. Complete two Fine or Performing Arts credits/courses with grades of C or better.
 - ii. Have one work of art displayed in school-based show.
 - iii. Earn an above average grade for participation in Fine or Performing Arts, maintaining good attendance and positive effort as evaluated by the instructor for one full year in the Fine and Performing Arts class or club, including all practices and performances.
 - iv. Complete any similar activity approved by the school.



3. The school shall:

- a. Set intervals to check in with the student to monitor progress and provide feedback and support, celebrating success and strengthening areas of growth.
- b. Complete a participation and performance evaluation at the end of the project that includes the pathway the student used to earn 40 points. Signatures of the student, instructor, and Performance Coach or Designee show that all parties have reviewed, discussed, approved the evaluation, and that the student has successfully earned the Fine and Performing Arts Seal.
- c. Maintain appropriate student records to identify that the student has met the requirements for earning the Fine and Performing Arts Seal.

IV. Student Engagement Seal

A. A high-quality student engagement seal project shall:

1. Give students opportunities to demonstrate excellence and meaningful participation in school sponsored extra-curricular activities and any related classwork. Extra-curricular activities may include, but are not limited to, martial arts demo team, club, or any after school extension of the martial arts program, student government activities, school newspaper or yearbook publishing, and similar activities approved by the school.
2. Develop student self-awareness, self-management, relationship and decision-making skills, and social awareness.
3. Allow students to apply the knowledge and skills learned in the classroom to the real world through the extra-curricular activity.
4. Promote the development of professional and leadership skills in students, such as teamwork, collaboration, and discipline.

B. The student shall successfully

1. Complete a minimum of 40 points earned toward the Student Engagement Seal from the following categories of activities completed in the student's grades 9-12:
 - a. 20-point category – Create a news-style article, explaining the extra-curricular activity, its benefit, its purpose, and a reflection of the positive attributes to be gained through the activity involvement, and (as related to the chosen activity):
 - b. Create a pre-approved, original martial arts demonstration program for multiple student participants and co-direct it with the



Sensei. The program will be presented to the school and/or community.

- i. Organize and carry out a pre-approved, student government school improvement project that will be completed during one semester or longer.
 - ii. Organize and carry out a pre-approved student government school project that incorporates a partnership with one or more local businesses during one semester or longer.
 - iii. Participate in a leadership role such as editor-in-chief in organizing the structure of a publication, leading student staff members, meeting publication dates and providing general oversight in conjunction with the school advisor. Participate in a leadership role in a martial arts demonstration team event or create and perform a solo performance of skill and agility within the demonstration team event.
 - iv. Earn a Black Belt or the position of Senpai, assistant to the Sensei, for high-ranking martial arts achievement.
 - v. Earn 1st, 2nd, or 3rd place as part of an individual ranking in a martial arts tournament or competition.
 - vi. Complete any similar activity approved by the school.
- c. 10-point category – Complete 3 of 5 Reflection Questions. Each question must contain at least six sentences of quality writing skill and demonstrate thoughtful consideration, and (as related to the chosen activity):
- i. Perform on a martial arts demonstration team for the school and/or community.
 - ii. Organize and carry out a pre-approved student government school project that will be completed within one to two weeks such as, but not limited to, Teacher Appreciation Week activities.
 - iii. Provide a student government forum for students to raise a legitimate problem or concern, discuss the issue with student government council, make recommendations, bring the problem and solution ideas to school staff for resolution and relay results to students. Document each step of the process per school advisor guidelines.
 - iv. Participate effectively in one publishing role such as, but not limited to, photographer, reporter, designer, lay-out, editor, columnist, or business manager.
 - v. Create and teach your own martial arts kata to the group for the group to demonstrate.



- vi. Earn the next 2 martial arts belt ranks, which require accompanying exemplary grades, attendance, and conduct.
 - vii. Earn a team place (1st, 2nd, 3rd) or rank in a martial arts tournament.
 - viii. Demonstrate red, brown, or black belt Katas with precision.
 - ix. Complete any similar activity approved by the school.
- d. 5-point category – Complete 2 of 5 Reflection Questions (not previously answered). Each question must contain at least six sentences of quality writing skill and demonstrate thoughtful consideration, and (as related to the chosen activity):
- i. Break a board in the martial arts board-breaking ceremony.
 - ii. Earn a student government commendation or award from the school principal for maintaining good standing in class academic work, behavior, and in setting a positive example for others in conducting student government duties.
 - iii. Earn a publishing commendation or award from the school advisor for maintaining a positive example, good attendance, and a team-oriented work ethic in the publishing program.
 - iv. Demonstrate white, orange, yellow, blue, green, purple belt Katas with precision.
 - v. Earn the next belt rank, which requires accompanying exemplary grades, attendance, and conduct.
 - vi. Complete any similar activity approved by the school.

C. The school shall:

1. Ensure that the extra-curricular activity chosen demonstrates a quality endeavor worthy of graduation-level distinction.
2. Set intervals to check-in with the student to monitor progress and provide feedback and support, celebrating success and strengthening areas of growth.
3. Complete a participation and performance evaluation at the end of the project that includes the pathway the student used to earn 40 points. Signatures of the student, school advisor and Performance Coach or Designee show that all parties have reviewed, discussed, and approved the evaluation, and that the student has successfully earned the Student Engagement Seal.
4. Maintain appropriate student records to identify that the student has met the requirements for earning the Student Engagement Seal.