



Dropout Prevention Policy, Process, and Procedures

Reynoldsburg City Schools

I. Purpose

The purpose of the Dropout Prevention Policy in Reynoldsburg City Schools is to establish a comprehensive framework to identify, support, and re-engage students who are at risk of dropping out of school. This policy aligns with state and federal guidelines and reflects the District's commitment to improving graduation rates, ensuring equity, and providing every student with access to a high-quality education.

II. Policy Statement

Reynoldsburg City Schools is committed to reducing dropout rates by implementing proactive measures that address academic, behavioral, social-emotional, and attendance-related barriers to student success. The District will:

- Identify students at risk of dropping out using early warning indicators.
- Provide targeted interventions and support.
- Engage families and community partners to ensure holistic support.
- Monitor progress and adjust strategies to meet individual student needs.

III. Scope

This policy applies to all students in grades K–12 enrolled in Reynoldsburg City Schools and to all school staff, including teachers, counselors, administrators, social workers, and support personnel.

IV. Definitions

- ****At-Risk Student:**** A student exhibiting one or more indicators that increase the likelihood of dropping out, including chronic absenteeism, academic failure, behavioral concerns, or social-emotional needs.
- ****Early Warning Indicators:**** Metrics such as attendance below 90%, multiple course failures, discipline referrals, credit deficiencies, or other risk factors.
- ****Intervention Team (IT):**** A school-based multidisciplinary team responsible for reviewing data and designing targeted supports.

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V. Roles and Responsibilities

A. ****District Administration****

- Develops and updates the dropout prevention plan annually.
- Provides staff training and allocates resources for intervention programs.
- Monitors data at the district level to ensure compliance and effectiveness.

B. ****Building Principals****

- Ensure early warning systems are implemented consistently.
- Convene and oversee building-level Intervention Teams.
- Report monthly to the district on dropout risk data and intervention outcomes.

C. ****School Counselors and Social Workers****

- Identify at-risk students using established indicators.
- Provide individual and group counseling, academic planning, and connect students to community resources.
- Collaborate with families to create re-engagement plans.

D. ****Teachers****

- Monitor student attendance, engagement, and academic performance.
- Refer students exhibiting risk factors to the Intervention Team.
- Implement classroom-level supports as recommended.

E. ****Families and Guardians****

- Partner with the school to support student engagement and attendance.
- Participate in intervention planning and follow-through.

VI. Procedures

1. ****Identification****

- Utilize the district's Early Warning System (EWS) to flag students exhibiting risk factors:
 - Attendance below 90% (chronic absenteeism).
 - Two or more failing grades in a grading period.
 - Multiple office discipline referrals or suspensions.
 - Credit deficiencies or failing to meet promotion/graduation benchmarks.
 - Social-emotional or behavioral concerns reported by staff.

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