

# **Hopewell - Loudon Local Schools**

## **Policies, Practices, and Procedures for Dropout Prevention**

### **Introduction**

Hopewell-Loudon High School is committed to ensuring the success of all students, including those receiving special education services. This manual outlines the practices, policies, and procedures designed to prevent dropout among special education students, ensuring they receive the necessary support to graduate successfully.

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## **1. Data Team and Monitoring Process**

### **1.1 Formation of Data Review Team**

The Data Review Team will consist of:

- Special Education Supervisor
- Intervention SpeciGeneral Education Teachers
- School Counselor
- EMIS Coordinator
- School Administrators

### **1.2 Responsibilities of the Data Review Team**

- Regularly review and track graduation data for special education students.
- Identify at-risk students based on attendance, academic performance, and behavior records.
- Develop intervention plans for students at risk of dropping out.
- Maintain consistent communication with families and students regarding graduation progress.

### **1.3 Tracking Graduation and Dropout Rates**

- The team will meet quarterly to analyze student progress and graduation requirements.
  - Data will be collected and reviewed through EMIS to ensure accuracy in tracking graduation rates.
  - Student progress will be monitored using Individualized Education Programs (IEPs) and updated accordingly.
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## **2. Coordination with EMIS for Accurate Data Recording**

### **2.1 Role of the EMIS Coordinator**

- Ensure proper coding and data entry for special education students.
- Work closely with the Data Review Team to reconcile discrepancies in student records.

### **2.2 How EMIS is Maintained**

- EMIS Coordinator oversees data entry, validation, and accuracy.
- Data Review Team meets quarterly to track student progress towards graduation.

### **2.3 EMIS Submissions**

- The EMIS Coordinator ensures all student records are properly coded, and follows submission guidelines established by the Department of Education.
- The EMIS coordinator works with Department of Education staff to correct any discrepancies.

### **2.4 Collecting, Transferring, and Reporting Data**

- Administrators, counselors, related service providers, and teachers submit educational data to the EMIS coordinator.
- Verified data is entered into EMIS by the EMIS coordinator.
- The Data Review Team checks for accuracy and investigates any discrepancies or concerns.
- The EMIS Coordinator submits data reports to the Ohio Department of Education.

### **2.5 Security, Privacy, and Retention of Records**

- EMIS data systems are password-protected and access is granted by authorized personnel.
- Staff are trained on FERPA (Family Educational Rights and Privacy Act) compliance.
- Records are retained according to Ohio's record retention schedule and data is archived following the requirements of state law.

### **2.6 Reporting Data to the Public**

- State report cards are posted annually on the Ohio Department of Education official website.
- Additionally, the school district publishes the report card on the district website.
- Reports are presented on trends and outcomes during board meetings, which are open to the public.

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## **3. Intervention Strategies for At-Risk Students**

### **3.1 Early Warning System**

- Establish a tracking system that flags students at risk based on academic performance, attendance, and behavioral concerns.
- Assign each at-risk student a case manager (special education teacher or counselor) for additional support.

### **3.2 Individualized Support Plans**

- Implement personalized intervention strategies, including tutoring, mentorship programs, and counseling services.
- Collaborate with parents to develop action plans that address barriers to success.
- Ensure IEP accommodations are effectively implemented in the classroom.

### **3.3 Alternative Education Opportunities**

- Offer credit recovery programs for students falling behind in coursework.
- Provide access to vocational training, dual enrollment, and work-based learning experiences.
- Explore flexible scheduling or online learning options for students needing alternative pathways to graduation.

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## **4. Family and Community Engagement**

### **4.1 Parent and Guardian Involvement**

- Organize regular meetings with families to discuss academic progress.
- Provide resources and training to help parents support their child's educational journey.

### **4.2 Community Partnerships**

- Collaborate with local agencies and businesses to provide mentorship and career development opportunities.
- Partner with mental health services to offer counseling support to students in need.

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## **5. Professional Development for Staff**

### **5.1 Training and Workshops**

- Provide ongoing professional development on strategies to support students with disabilities.
- Train staff on trauma-informed practices and behavior management techniques.

### **5.2 Collaboration Among Educators**

- Encourage co-teaching models and shared planning time between general and special education teachers.
  - Foster a culture of inclusion and support for all students.
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## **6. Program Evaluation and Continuous Improvement**

### **6.1 Annual Review of Policies and Procedures**

- Conduct an annual review of dropout prevention efforts.
- Adjust policies and practices based on data analysis and stakeholder feedback.

### **6.2 Measuring Success**

- Track improvements in graduation rates among special education students.
  - Gather input from students, parents, and staff to refine intervention strategies.
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## **Conclusion**

Through proactive monitoring, strong collaboration with EMIS, targeted interventions, and robust community engagement, Hopewell-Loudon High School is committed to ensuring that all students, especially those in special education, achieve academic success and graduate prepared for future opportunities.

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