

District Protocols for Supporting Graduation Outcomes for Students with Disabilities | Policies Practices, and Procedures for Students Not Meeting Graduation Requirements

I. Overview

In alignment with Ohio Department of Education and Workforce (ODEW) oversight, this document outlines the district's structured approach to supporting successful grade-level promotion, tracking student engagement, and preventing early indicators of dropout risk for students with disabilities in a K–8 setting.

II. Policy Framework

The district is committed to ensuring all students with disabilities are supported toward grade-level promotion, attendance, and engagement benchmarks. While graduation and credits do not apply in K–8, early intervention is essential to reduce future dropout risks and promote long-term academic success.

1. Promotion Planning and Academic Monitoring

Students with disabilities receive supports aligned to Ohio's grade-level standards. Academic gaps are identified early, and promotion readiness is reviewed annually via the IEP process.

2. Systems Addressing Academic Deficiency

- Analogous to credit deficiency, the district tracks:
 - Performance below grade level in core subjects
 - Missed IEP benchmarks or academic intervention targets
 - Behavioral or attendance concerns impacting learning
- Supports include small-group instruction, Tier 2/3 interventions, and co-teaching models.

3. Early Risk Identification and Intervention

The district uses classroom performance, attendance, and behavior data to flag students at risk of disengagement or grade-level failure. IEP teams or MTSS teams develop individualized response plans.

4. Informed Promotion Decisions

Promotion or retention decisions are based on student data, IEP progress, and input from families and educators. Decisions follow Ohio guidelines and prioritize least restrictive environment and student success.

5. Family-Centered Engagement

Families are partners in planning, with regular communication and participation in IEPs, data reviews, and school-family events.

III. Practice Strategies

1. Progress Monitoring and Reporting

Progress toward promotion and intervention outcomes is documented using:

- IEP goal progress
- Report cards and benchmark assessments
- Attendance logs
- Behavior tracking sheets
- Intervention session notes

2. Procedures for Policy Implementation

Each K–8 building follows these procedures:

- Student Data Reviews – Held monthly by the MTSS team and Intervention Specialists.
- Intervention Plan Creation – Initiated within two weeks of identification of need.
- Parental Notification and Collaboration – Family is contacted before implementing any new intervention tier or significant schedule change.
- Follow-Up Monitoring – Intervention progress is reviewed every 6–8 weeks.
- Withdrawal Process – Central office verifies data entries and documents completion of follow-up steps.

3. Behavioral and Emotional Supports

The district implements PBIS and restorative practices. All buildings have access to counseling, SEL programming, and behavior support plans developed through the IEP or 504 team process.

IV. Required Systems

1. Systems to Track Dropout Intervention Strategies

While students cannot officially drop out in K–8, the district tracks early warning indicators of disengagement, including:

- Excessive absenteeism (chronic absence defined as 10% or more)
- Behavioral referrals or suspensions
- Low academic engagement (missing assignments, classroom refusal)

Each flagged student is tracked in a Dropout Risk Monitoring Log, updated monthly. Interventions (counseling, SEL support, attendance plans, and parent conferences) are documented.

2. Systems to Address Academic Deficiency (Promotion Risk)

The district maintains academic support plans for students not meeting grade-level expectations. Plans are reviewed bi-monthly and adjusted as needed. These plans identify:

- Areas of deficiency (math, reading, writing)
- Intervention types and frequency
- Progress monitoring methods
- Responsible staff

3. Systems Documenting Student Withdrawal

All withdrawals are formally documented with the following required components:

- Date of withdrawal and receiving school/district
- Reason for withdrawal (e.g., family move, homeschool, custody change)
- Recommended alternatives (if applicable, such as counseling or community services)
- Verification of last known address and anticipated new address

Follow-up actions, such as:

- Contact by school counselor or administrative assistant
- Final communication records with parent/guardian
- Referral to community agencies or truancy officer (if unverified)

V. Required Documentation

Documentation includes:

- IEPs and intervention support plans
- Monthly risk review logs and promotion watch lists
- Withdrawal forms with verification and follow-up
- Attendance contracts and family communication records
- Data dashboards used in SST or MTSS reviews

VI. Final Statement

Although K–8 buildings do not oversee graduation, they serve as the foundation for long-term academic success. The district is committed to preventing early signs of disengagement, documenting interventions, and supporting every student with disabilities toward promotion and future graduation readiness. Ongoing professional development, data monitoring, and student-centered planning will ensure compliance and continuous improvement.

For more information, please contact:

District Office Contact

Title:

Email:

Phone: