

# Policy and Procedures: Ohio Special Education Dropout Prevention and Student Withdrawal Tracking

## Policy Statement

To prevent dropout, the school maintains systems within its **Student Information System (SIS)** to track student withdrawals and ensure that students with disabilities remain enrolled in educational programs until completion of compulsory school age. Stambaugh Charter Academy is a K–8 school and does not assign high school credits.

The school commits to:

- Implementing proactive strategies to reduce the risk of dropout for students with disabilities.
  - Using the SIS to document all student withdrawals, including reasons, dates, and follow-up actions.
  - Reviewing SIS data regularly to ensure compliance and continuity of educational services.
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## Procedures

### 1. Dropout Intervention Tracking

- The school's **SIS houses all intervention data** related to attendance, discipline, academic progress, and family contacts.
  - Staff record intervention strategies in the SIS, including parent conferences, behavior or attendance plans, referrals to community supports, and academic interventions.
  - The **Special Education Supervisor and Principal** review SIS-generated reports **monthly**.
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### 2. Withdrawal Documentation

When a student with a disability withdraws, the school will document the following in the SIS:

- **Date of withdrawal** and **last day of attendance**.
- **Receiving school/district name** (if known) and **anticipated address**.
- **Reason for withdrawal** (e.g., family move, transfer to another school, homeschool, etc.).
- **Alternatives Recommended to the Family** if any exist

- **Verification of last address** and contact information.
- **Follow-up actions by staff**, including confirmation that the student has enrolled in another school.

The registrar enters initial withdrawal information in the SIS. Special education administration reviews and confirms follow-up actions.

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### 3. Follow-Up with Families

- Within **five school days of withdrawal**, the school registrar will contact the parent/guardian of the student with a disability.
  - The purpose of the call is to:
    - Verify that the student has enrolled in another educational setting.
    - Remind parents of compulsory education requirements.
    - Provide assistance or referrals, if barriers to enrollment are identified.
  - Documentation of the follow-up call is recorded in the **SIS under the student's record**.
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### 4. Regular Review of Withdrawals

- **School administrators** will review **SIS withdrawal and intervention reports on a regular basis** to:
    - Identify patterns or concerns in withdrawal reasons.
    - Ensure timely follow-up occurred with families.
    - Confirm that students with disabilities remain enrolled in educational programs.
  - Any trends identified will be used to revise school practices and strengthen dropout prevention strategies.
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## Monitoring and Continuous Improvement

- Findings will inform revisions to intervention procedures, staff training, and communication with families.
- The school will ensure that all practices support Ohio's goals for reducing dropout rates among students with disabilities.