

Lima City Schools: Indicator 2 Dropout Prevention Policy, Practices, and Procedures

I. Introduction

Lima City Schools is committed to ensuring that every student has the opportunity to earn a high school diploma. The district has developed a comprehensive framework of policies, practices, and procedures to identify and support students at risk of drop out. This framework ensures timely intervention, progress monitoring, and collaboration among educators, families, and students.

II. Board Policy Overview

Board Policy 5460.02: Students At-Risk of Not Qualifying for a High School Diploma

Objective:

To identify students who are at risk of not graduating and/or at risk of dropout to provide targeted support to ensure they meet graduation requirements.

Key Provisions:

- A **Graduation Plan** is developed for each student in grades 9–12.
 - Students may be identified as **at-risk** based on specific criteria.
 - The district must notify parents/guardians when their student is identified as at-risk.
 - Identified students will receive **instructional interventions and supports**.
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III. Graduation Plan Development and Monitoring

Graduation Plan Components

- Initiated in Grade 9, updated annually.
- Jointly developed by the student, parent/guardian, and a district representative.

Monitoring

- Counselors and intervention specialists meet regularly with students to review and update plans.
 - GRAD Plan meetings include post-secondary goal setting and transition discussions.
 - Graduation requirements are reviewed with all students and staff each school year.
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IV. Identification of At-Risk Students

Criteria for Identification

Students may be identified as at-risk if they meet **one or more** of the following:

- Lack of progress in their graduation plan
- Excessive absences or tardiness
- Repeated disciplinary actions (suspensions/expulsions)
- Failing grades in two or more subjects
- Being credit deficient upon enrollment

Procedures

- The Superintendent implements administrative procedures for early identification (including middle grades).
 - Quarterly data review from ProgressBook, EWS, and PBIS are used to track and flag students to monitor dropout intervention strategies
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V. Interventions and Supports for At-Risk Students

Instructional Supports

- Targeted tutoring in the high school resource center
- Credit recovery (online/in-person/summer school)
- Credit recovery will be offered at the high school during the school day. Intervention specialist will meet with credit deficient students during study to assist students with the class
- Career-technical education pathways
- Demonstrated competency credit options
- Adjusted curriculum options for flexibility

Student Engagement and Family Communication

- Regular contact between counselors and at-risk students (weekly check-ins)
 - Correspondence sent home after Q2 and Q3, and post-EOC results
 - Study hall time used for interventions and academic support
 - Parents have access to real-time data via ProgressBook
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VI. Middle School Grades Support (Grades 5–8)

Students showing signs of drop out risk grades 6-8 are placed on a **Student Success Plan (SSP)** and are monitored by:

- **School counselors** for social-emotional and academic development

Academic Interventions

- Math and Reading support labs
 - Co-taught classrooms for differentiated instruction
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VII. High School Intervention Framework (Grades 9–12)

Support Systems

- GRAD Planning Meetings (Grades 9–12)
- Career planning and post-secondary transition counseling
- Semester credit audits to adjust schedules as needed

Alternative Pathways

- Online learning or alternative placement programs
 - Ohio Alternate Assessment for qualifying students with disabilities
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VIII. Special Education Integration

Alignment with IEPs

- Annual IEP meetings review graduation requirements and accommodations.
- IEP progress reports shared 2x quarterly (interim and end of the quarter)
- LCS transition coordinator will make contact with each transition aged student & parent at least 1x yearly

Key Tools

- Ohio Alternate Assessment Participation Decision-Making Tool
- Operating Standards for Students with Disabilities
- Special Education Model Policies and Procedures

(Reference: [ODE Special Education Operating Standards](#))

IX. Communication and Documentation

Parent Notifications

- Written notice provided when students are identified as at-risk
- Includes: graduation requirements, IEP/diploma expectations, and available supports
- If a student and/or parent choose to withdraw, the parent/or student will complete the LCS Student Withdrawal Form with school administration which includes the date, school, reason for withdraw, verification of last address, anticipated address and acknowledging that they received alternatives that were recommended to the student
- School counselors (Grades 5-12) are invited to attend all IEP meetings

Progress Monitoring

- Real-time grade and attendance tracking through ProgressBook
 - Regular updates during GRAD Plan and IEP meetings
 - End-of-course test result communications for all core subject deficiencies
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X. Oversight and Continuous Improvement

- The Superintendent oversees implementation of at-risk procedures and graduation plan with fidelity.
- The district uses Progress Towards Graduation (PTG) feature of ODDEX for ongoing tracking of student graduation status.
- The district transition support team will meet quarterly to review Early Warning System (EWS) data for Student with Disabilities (SWD) from ODDEX to continually monitor students not on track to graduate
- Annual reviews ensure practices align with state requirements and meet evolving student needs.