

**National Dropout Prevention Center for Students with Disabilities (NDPC-SD)**

**“The Impact of Policies and Procedures  
on Dropout and School Completion”  
Dr. Loujeania Williams Bost & Dr. Matthew Klare  
October 16, 2007**

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Dick: So, we can go right into the Q&A. And if you do have a question or a comment for either Loujeania or Matt, just press star and the number 1 on your telephone keypad, and then that will place you in the live queue. I'll call on you by your city.

If you're on a speaker phone, and you can use the telephone handset, that's preferred. That way, everyone will be able to hear you more clearly. And then just remember, when you replace the handset, remember to press and hold the speaker phone button so you're not disconnected.

So, if you have a question, go ahead and press star 1 now. You may also e-mail your questions directly to me at m like momma, o, d as in David, b as in bravo at krm dot com.

And let's go right to the phones. We have Cleveland, Ohio. Welcome to the program. Go ahead with your question, please.

Cleveland, Ohio: Yeah, I would be interested in specific student profiles, and how to deal with them. And the kind of student I'm concerned with right now is a high school student, male, history of learning problems, which, basically, were not diagnosed or addressed, poor grades over a period of time, poor attendance in high school, but a stated desire to stay in school, that he just can't seem to live up to. I would really like to know how to deal with a child like this, who has a desire to stay in school, but cannot follow through.

Dr. Loujeania Bost: Cleveland, I would really appreciate it if you would send me an e-mail afterwards because this is more of a practice and an intervention and an individualized specially designed instruction matter to support this child than it is a policy and procedure. But I do have some concrete ideas and some places that you would—might begin to start because if the child has the will and the initiative to keep coming, then certainly the school, through his IEP team, has the responsibility to investigate further the learning issues related to this child, and provide some strategies that have not been used, and looking at the evidence-based programs, given all of those things in the context, to get at, assisting this child in advancing academically.

Cleveland, Ohio: Okay. Well, what's your e-mail?

Dr. Loujeania Bost: My e-mail—if you have your teleseminar materials, my contact information is at the back slide, or it is [lbost@clermson.edu](mailto:lbost@clermson.edu).

Cleveland, Ohio: Okay, thanks.

Dr. Loujeania Bost: Uh-huh.

Cleveland, Ohio: Bye-bye.

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Dick: All right, and thank you for that.

Let's go next to Washington, DC. Welcome to the program. And go ahead with your question, please.

Washington, DC: Yes, my question is about, in what ways are these topics that we discussed today similar or different from those that were used by the talent development in the transitions—I'm sorry—with the research on education of students placed at risk?

Dr. Loujeania Bost: Well, actually, they aren't significantly different. As a matter of fact, we gleaned some of the information on policies and procedures used in the results of the research on “An Evaluation on Talent Development Schools” and putting together policies and procedures. And we did that because the policies and procedures at the school level impact all students first, and then students with disabilities in particular.

So, there's a lot of that evidence, and a lot of that research incorporated in there.

Washington, DC: Mm-hmm. And what options are there for accessing post-secondary education? Are there—do you propose any options for doing such?

Dr. Loujeania Bost: Well, actually, ma'am, there again, that is outside of the context of our teleseminar today. We're looking at policies and procedures that impact school completion. And within that, some of course, the credit accrual, as well as the high stake testing, all impacts the student's ability to further access post-secondary education because if you don't get the desired number of credits, you're not going to be able to graduate. If you don't graduate with a standard diploma, you are less likely to get in a post-secondary learning situation.

Washington, DC: Okay. And, thirdly, is this discussion being archived?

Dr. Loujeania Bost: Yes, all of our teleseminars, a transcript is produced. As a matter of fact, as a registrant of the program today, you will receive a CD of the presentation. It will also be archived along with all of our other past teleseminars on our website at [www.ndpc-sd.org](http://www.ndpc-sd.org).

Washington, DC: Okay. Thank you very much.

Dick: All right. And thank you for that question. There's still plenty of time. All you need to do is press star and the number 1 on your telephone keypad. Also, if you wish, you can e-mail questions directly to me at m like momma, o, d, as in David, b as in bravo at krm dot com.

And we do have one e-mail question, but I'm going to just tell the sender of that question that I am going to forward this question on to our speakers and then they can address that after the program is over.

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And so let's next go back to the phone. This is Charlotte, North Carolina.  
Welcome to the program.

Charlotte, North Carolina: Hello.

Dick: Hello.

Charlotte, North Carolina: I wanted to share some information about our diploma pathways in the State of North Carolina. We have one diploma, and we have four pathways to get there, one of which is the occupational course of study, which is designed for students with disabilities. It's a modified curriculum that leads to a regular diploma. So, I think this type of policy will be most helpful for the type of student that the Cleveland, Ohio, caller mentioned, and something for districts to consider.

Dr. Loujeania Bost: And we thank you Charlotte, North Carolina, because one of the things that we have also been gathering for our practice guide that is going to be coming out on this topic on a subsequent date, are examples of policies and procedures that seek to address particular issues of that nature. And we'd be happy to have a copy of it to look over.

Charlotte, North Carolina: Okey dokey. It is available on our North Carolina Department of Public Construction website.

Dr. Loujeania Bost: Okay.

Charlotte, North Carolina: If you would like to go there directly to see what it entails. It is a greatly modified curriculum. It has a strong component of work-based hours, both at the school level and in the community, as volunteer hours and a paid employment piece.

Dr. Loujeania Bost: Okay. Thank you.

Charlotte, North Carolina: You're welcome.

Dick: All right, and thank you for that. And, again, just press star 1 on your telephone keypad, and that will put you on the phone live with our speakers today.

At the moment, I have no questions on the phone, nor do I see any e-mail questions.

So, I'm going to turn it to you, Loujeania, and if a question comes in, I will let you know.

Dr. Loujeania Bost: Well, Dick, we were either awfully clear, or awfully confusing, one or the other. We never know which one. But one of the things that I would encourage

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our listeners to do today is to look at your policies and procedures with the information that you have received today in mind. And look what's in your policies and procedures and to identify, if you have any of those impeding or conflicting procedures in there that really bar access to graduating on time with a regular diploma, or that facilitates your students from dropping out, particularly, in those issues of your disciplinary procedures, and programs, and how they are tied to your attendance policies, as well as looking at putting a more incentive and preventive and intervention spin on your attendance policies rather than them being just a truancy policy. And, additionally, to begin to look at the use of those evidence-based practices that we know that exist that would provide academic support for students who are struggling academically, to earn course credits.

And also look within your options at the district level as well as the state level to begin to see what type of alternatives for course credit can we provide our districts, and provide our students who are lagging behind, that are just there on that threshold of one or two credits away from being able to attain a diploma. And what are the things that we can begin to look at doing for those students, and then to begin to coalesce around the issues where we have those dropout prevention programs for our schools at large, to begin to really look at what is our dropout and our graduation rate for students with disabilities? And, to what extent are those students participating in the programs that we have available?

Because oftentimes, what we have found is that we have offerings at the district level, and the state or the district will be operating parallel dropout prevention or graduation enhancement programs between general and regular special education. And one don't quite know what the other has going on because we have had the occasion to redirect some of our special ed cohorts into, "Well, you know, your state has a big initiative on dropout prevention, and then got a state coordinator whose name is X, Y and Z. And they're looking at doing these things."

How will you align your resources as—in exceptional students or for students with disabilities, with what is going on within your state in general, and your district in particular? Because one of the things that was learned from the last large scale set of studies on the efficacy of those programs that were funded by the US Department of Education between the mid eighties and the early nineties was that dropout prevention does not really have an opportunity to succeed and come to scale and be sustained, outside of the context of the regular school reform.

So, as schools are putting together their school improvement initiatives, and if it includes dropout prevention for students in general, there needs to be some care taken to see how will that impact, and how do students with disabilities benefit from those programs?

Dick: Loujeania, we've got a caller on the phone from Roseville, Minnesota. Welcome to the program. Go ahead with your question, please.

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Roseville, Minnesota: We're interested in knowing what the evidence is that makes requiring a parent, guardian or a judge to withdraw a student and taking their driver's license a positive?

Dr. Loujeania Bost: Well, you see, if you will recall, that was in the proposed strategies about the graduation and about the graduation enhancement thing. What we will do is we will contact those states that have such a program that they've been putting in place, and to be in contact with you about the evidence supporting it.

Roseville, Minnesota: Thank you.

Dr. Loujeania Bost: Thank you.

Dick: All right, and thank you for that. And with that, I'm going to turn it back to you, Loujeania. It doesn't look like we've got any more questions coming up at the moment. So, if we have another before it's time to sign off, I'll let you know.

Dr. Loujeania Bost: Okay, Dick. With that in mind, there're a couple of other things that I want to bring up.

On December 11<sup>th</sup>, we have a webinar that we are featuring Dr. Sandra Christenson, and she is going to talk about school engagement, and factors that promote successful school engagement. And she is going to spend some time talking about an evidence-based program, Check & Connect, that has been around for a while, been used in a lot of states and districts. And she's going to particularly talk about some of the modifications that you can do with the program to make it more cost effective to use within schools.

We also have a number of other activities that are coming up for our state people. I want to give you an early notification. You've already received the Save the Dates for May 7<sup>th</sup> through the—through the 9<sup>th</sup> in Charlotte, North Carolina. We are having a combined dropout prevention secondary transition, and a post-school outcomes forum for state education agency teams in Charlotte, North Carolina. And it's being co-sponsored by the National Dropout Prevention Center, the National Secondary Transition Technical Assistance Center, and the National Post-School Outcomes Center.

We also have, for our Urban Collaborative members that are online with us today, the Urban Collaborative fall meeting is going to be held beginning Wednesday, October 24<sup>th</sup> through Saturday morning, October 27<sup>th</sup>. And the topic of that—of this fall's meeting is “Enhancing and Increasing School Completion for Students with Disabilities.” And you will have an opportunity to get a lot of information about evidence-based strategies, hear what a lot of large urban and small and medium size urban schools are doing with regards to helping students stay in school, and also an invigorating keynote speaker that is going to be joining us to lay the foundation of that day.

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We also would like to provide a reminder that the National Dropout Prevention Network’s annual conference in Louisville, Kentucky, is going to start on October 28<sup>th</sup> and run through October 31<sup>st</sup>. It’s still not too late to register. You can register online at [www.dropoutprevention.org](http://www.dropoutprevention.org).

And, Dick, if there’s nothing else in the hopper, I think that we are going to sign off for the day.

Dick: All right. Well, I’d certainly like to take the opportunity to welcome you, or to thank you both for your presentation today. My time is just about up. If you have any questions about the material presented today that were not answered, we invite you to e-mail those questions to Deb Hall. Her e-mail address is [dhall@edc.org](mailto:dhall@edc.org). She then will be certain that Loujeania and Matt both get those e-mail questions or comments that you have.

And, again, I’d like to remind our participants to carefully fill out the evaluation form, and fax it to the number listed on the page, or use the KRM online evaluation site. Now, the link to that site is toward the top of the printed evaluation form.

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And I would like to thank you all very much for joining us today. This does conclude our program. You may now hang up, and enjoy the rest of your day.