

## DROPOUT REDUCTION

The Summers County Board of Education believes that a high school diploma is necessary for a student's being successful in life and in finding employment. Therefore, there must be a concern for a student who exits school without completing the requirements for graduation.

In order to achieve the goal of keeping students in school, it is believed that there must be early identification of the potential dropout and some form of programmatic interventions must occur.

Cooperation between the school, the home, the attendance department, and other agencies is imperative. The following recommendations should be considered for any at-risk student.

1. In order to provide instructional opportunities to meet students' needs and to satisfy high school graduation requirements:

- A. Adjustments should be made in the child's curriculum to facilitate his/her educational needs.
- B. Career awareness must be introduced at the elementary level.
- C. Pre-vocational training should be offered at the middle school level.
- D. Extra curricular activity should be provided and student participation encouraged.
- E. Counseling services must be provided for any student with academic problems.
- F. Activities that improve self-concept in the Developmental Guidance Program shall be emphasized.
- G. Life skills programs should be introduced in elementary schools.
- H. Provisions should be made for tutoring students.
- I. Group or individual counseling should be provided for potential dropouts.
- J. Alternative programs should be initiated.
- K. Teachers will use appropriate discipline plans to improve the classroom climate.
- L. Proposals for state and federal funds for dropouts and prevention will be submitted.

II. These steps should be taken to identify potential dropouts and prevent their leaving school:

- A. Complete intervention strategies worksheet (see IV Timeline).
- B. Counsel students who are identified as high risk.
- C. An attendance officer and/or school personnel will contact the parents of students who have a high rate of unexcused absenteeism.
- D. Provide time for parent conferences.
- E. Utilize staff development time for discussing high-risk students and ways that the school can help in their adjustment.
- F. Cooperate with other agencies in sharing information that will benefit students.
- G. Initiate a school student assistance program.

III. Summers County assumes the responsibility for programs for dropouts to implementing instructional continue their education:

- A. Students will be provided information about the ABE/JOBS, ABE/GED programs to gain a high school equivalency diploma. They should be made aware of JTPA funding to pursue vocational and academic opportunities.
- B. The attendance director will follow-up dropouts with home contact.
- C. Counselors will submit a dropout form to the attendance director and appropriate school

SUMMERS COUNTY BOARD OF EDUCATION POLICY

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personnel.

IV. Timeline:

- A. Fill out student referral form.
- B. Present referral form to principal/designee in sealed envelope labeled confidential.
- C. Principal/designee may either submit referral to student assistance program or use his/her discretion in dealing with the referral.
- D. If referral is made to the student assistance program then the student referral form must be discussed with the student and/or their parents.
- E. The intervention form must be completed at that time and distributed to the student's teachers.
- F. The intervention services must be reviewed for progress at the discretion of the student assistance program committee.
- G. New intervention strategies may be developed based upon the review of the student's progress.