DROPOUT PREVENTION

Potential Drop Out Causes

The Governing Board directs the Superintendent and his staff to provide a learning environment conducive to keeping in school those "high risk" students who are susceptible to dropping out for one or more of the following reasons:

lack of basic skills	marriage
dislike of school, classes, or teachers	tardiness
absenteeism	self-esteem or emotional problems
pregnancy	discipline
truancy	alienation

DROPOUT PREVENTION STRATEGIES

One or more of the strategies listed below (as well as others developed by staff) should be used with any potential dropout at the earliest possible stage:

1. At the earliest stage, staff shall strive to eliminate one of the most significant causes of dropout: lack of basic skills. All children shall be expected to learn to read, write, and speak effectively, and shall be provided equal access to the regular curriculum. Teachers shall identify reading problems as early as possible. Alternative instructional strategies shall be offered for those who need it and specific objectives shall be set for bringing performance up to grade level. The use of parental involvement and one-on-one instruction is encouraged. Evaluation of the student programs shall be an ongoing process.

2. As early as kindergarten, teachers shall identify students who are absent excessively. A student who consistently misses one or more days a week is in danger of developing poor attendance patterns that may become irreversible at a later time. Attendance problems shall be monitored and addressed by the coordinated efforts of the teacher, nurse, psychologist, and principal. Parents shall be contacted to determine the reasons for the absences, and they shall be asked to confer with the principal if initial efforts at improving attendance do not succeed.

3. Because differences in learning modalities, cultural, linguistic, and socioeconomic backgrounds affect achievement, teachers shall strive to use methods that suit their student's individual learning styles and specific perceptual strengths. The Board encourages staff to develop an incentive and reward system which reinforces self-esteem and creates pride in academic achievement.

4. Staff shall relate academic learning to the work world whenever possible.

5. Staff will encourage high risk students to participate in school activities.

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     6. Staff will develop a communication system to assist students transferring from one school to another, and from one grade level to another.

Any one or a combination of the above strategies (or others) may help identify potential dropouts and change their behavior patterns early enough to keep them in school until graduation.

Regulation   **BREA OLINDA UNIFIED SCHOOL DISTRICT**
Approved: September 11, 2000   Brea, California