

Students

Dropout Prevention

1. At the earliest stage, our schools 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, speak effectively, and be able to benefit from mainstream education. Teachers shall identify reading problems in the first grade. Remedial help shall be offered for bringing student performance up to grade level.
2. As early as kindergarten, teachers shall identify students who are excessively absent (excused or unexcused). 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, school nurse, psychologist (if available) and principal. Parents shall be contacted to determine the reason for absence, and they shall be asked to confer with the principal if initial efforts at improving attendance do not succeed.
3. Because differences in learning style so significantly affect achievement levels, teachers shall strive, at every grade level, to use methods that suit their students' individual learning styles and specific perceptual strengths. The Board encourages district staff to develop an incentive and reward system which will reinforce self-esteem, pride in academic achievement, and the expectation of frequent success.
4. To help students and their parents/guardians appreciate the need for schooling, district staff shall relate academic learning to work experience whenever possible. Visits to business and industry shall supplement simulated work experiences within the classroom. Students shall see that they must know how to read and communicate in order to complete applications, follow written directions, and succeed in the world of work. They should understand that pay varies among differing jobs depending upon manpower needs and productivity in our society. District staff shall also regularly remind all parents/guardians of the value of education in their children's lives.
5. The district shall offer curriculum and counseling designed to provide students graduating from high school with relevant, tangible skills, career direction, and the possibility of future employment. To help students see

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the usefulness of what they learn, the Board encourages student participation in volunteer projects and other work experiences. The Board also encourages innovative, experiential learning methods that minimize competition and maximize cooperative, interdependent learning.

6. High-risk students shall be particularly encouraged to participate in school activities in order to combat the feelings of isolation common to dropouts.