

**MONROE COUNTY FILE: JECE  
DROPOUT PREVENTION POLICY**

**1.0 Purpose**

The Monroe County Board of Education and the staff of Monroe County Schools believe that a high school diploma is necessary for a student to be successful in life and in finding employment; therefore, there is a concern for a student who exits school without completing the requirements for graduation. In order to achieve this goal of keeping students in school, it is believed that there must be early identification of the potential dropout and some form of remediation must occur.

**2.0 Definitions**

- 2.1 Targeted Behavior – those behaviors that may result in a student being a potential dropout and are severe enough to take action.
- 2.2 Interventions – those activities used to address the targeted behaviors a student may have.
- 2.5 Dropout Ideation - event in which a student communicates the intention of dropping out of school.

**3.0 Procedures**

Monroe County Schools recognizes that not every student can or is willing to pursue completion of a high school diploma. Also, students who become disengaged in school are likely to consider dropping out of school. Disengagement may be observed through recognition of a student's targeted behavior. Therefore, the following process is established to identify students who have the potential to drop out of school and to provide interventions to help the student.

- 3.1 Dropout Prevention/Intervention/Referral forms will be encouraged at all grade levels (K-12) as a cumulative record and as a referral mechanism to provide student assistance when deemed that a child could be a potential dropout.
- 3.2 The Dropout Prevention/Intervention/Referral form should be updated annually by the school he/she attends and kept with the student's cumulative records. The responsibility of updating the forms at the end of the school term should fall under the role of the classroom teacher.
- 3.3 When intervention is necessary, the Dropout Prevention/Intervention/Referral referral forms can be completed by an administrator, counselor, teacher, or other professional within the school.
- 3.4 Once the forms have been completed, it is up to the school staff to implement the Student Assistance Team (SAT) process and intervene as necessary to provide the assistance the student will need. Those interventions should be monitored per the SAT protocol.
- 3.5 The forms will be part of the student's cumulative record from the origination of the forms until the student is no longer in school.
- 3.6 Interventions and their results should be a part of the report attached to the Dropout/ Intervention/Referral forms. These forms should be transferred to each school the child attends while in the county.

**4.0 Administration**

- 4.1 The Dropout Prevention/Intervention/Referral forms should be used to address any target behaviors listed on the forms when it is deemed that child may be a potential dropout, regardless of the grade in which that child may be enrolled, or behaviors that would put a child at the risk of dropping out of school.
- 4.2 When the forms are completed, the school's SAT team should meet to review the student's situation.
- 4.3 If the team decides the student is disengaged from school and is a potential dropout, interventions will be formed to address the needs of the student.
- 4.4 The interventions should be reviewed by the team at least every nine (9) weeks per SAT procedure. Possible interventions may include (but are not limited to) regular counseling, shortened schedule, home visits, core subject tutoring or other support, teaching to student strengths and/or modalities, alternative school, linkage to community service agencies, mentoring, and improved communication with home. If interventions are not successful, the team should reconvene to modify interventions or determine other options per the SAT process.
- 4.5 If absenteeism is a significant issue, inclusion of the attendance director on the SAT is indicated.
- 4.6 If a dropout ideation occurs, notification will be made by the school staff member who has knowledge of the ideation to the counselor and/or principal who will confer with the student to attempt immediate resolution of the issue.

## 5.0 Withdrawal

- 5.1 Student Withdrawal Forms are available from the James Monroe High School counselor.
- 5.2 Students wishing to withdraw from high school as a dropout must be of legal age.
- 5.3 Students wishing to withdraw from high school as a dropout must follow the assigned withdrawal procedures.
  - 5.3.1 Students must meet with a high school guidance counselor
  - 5.3.2 Students must meet with a school administrator (Principal or Assistant Principal)
  - 5.3.3 Students must meet with a central office administrator (Superintendent, Assistant Superintendent, or other as designated)
  - 5.3.4 Special Education Students must also meet with a the school's special education facilitator or designee
  - 5.3.5 All meetings need to occur within 3 school days of the student's initial request to withdraw. If the meeting cannot occur during the allotted timeframe, at no fault to the student, the meeting requirement will be waived.
  - 5.3.6 Students will be considered enrolled in Monroe County schools until the withdrawal procedures are completed and are therefore still subject to all rules and regulations including compulsory attendance regulations.

FILE IN CUMULATIVE RECORD  
 Monroe County Schools

**Dropout Prevention/Intervention/Referral**

Name \_\_\_\_\_ DOB \_\_\_\_\_ WVEIS \_\_\_\_\_  
 School \_\_\_\_\_ (if initial referral) Referring Teacher \_\_\_\_\_  
 Parent/Guardian \_\_\_\_\_ Phone # \_\_\_\_\_  
 Address \_\_\_\_\_

**Cumulative Record:** Identify behaviors by checking on the appropriate grade at the end of the year for each student. Note intervention and results below table.

**Referral:** At any time during the school year, if four or more behaviors are indicated, use this as a referral to begin the Student Assistance Team (SAT) process.

K	1	2	3	4	5	6	7	8	9	10	11	12	Target Behavior
													1. Poor Attendance
													2. Below level math and/or reading
													3. Poor/lack of parental support
													4. Severe discipline issues
													5. Has been retained
													6. Poor grades/insufficient credits
													7. Numerous counselor referrals
													8. Minimal or no sense of belonging
													9. Teased/bullied
													10. Socio-Economic Conditions
													11. Pregnancy/Fatherhood
													12. Special Education issues
													13. Other _____

**Interventions/Results:**

Grade \_\_\_\_ Teacher: \_\_\_\_\_ Comments: \_\_\_\_\_  
 Grade \_\_\_\_ Teacher: \_\_\_\_\_ Comments: \_\_\_\_\_  
 Grade \_\_\_\_ Teacher: \_\_\_\_\_ Comments: \_\_\_\_\_