

DROPOUT PREVENTION POLICY

Leaving school before graduation or

- D. STAR screener results in reading and math (fall, winter, and spring)
- E. Referrals to the counselor or behavioral specialist
- F. Performance level on state and district assessments (minimal or basic)
- G. Record of the number of transfers from one school to another or from one district to another
- H. Number of grade retentions and age in relevant to current grade placement

Section III: INTERVENTION

The primary objective for establishing dropout prevention procedures is twofold: 1) to identify and address the factors that keep scholars from graduating, and 2) to develop and implement comprehensive strategies to keep scholars on track for graduation by continuously tracking their progress. The Jackson Public School District Early Warning System, aligned with the Multi-Tiered System of Supports (MTSS), will be utilized to achieve this twofold objective.

The Early Warning System and the Multi-Tiered System of Supports identify scholars approaching critical thresholds that place them at risk for dropping out of school. These systems use data to design and implement evidence-based interventions that require frequent progress monitoring, ongoing data collection, and data analyses. Additionally, the intervention systems promote collaboration and dialogue between families and school personnel as well as joint monitoring of scholar progress that focuses on specific, measurable outcomes.

Section IV: DISTRICT SUPPLEMENTAL SUPPORT

In addition to systematic intervention models, the Jackson Public School District offers an alternative program and a recovery credit recovery program for scholars that are considered to be high risks for dropping out.

- A. R.E.A.P. (Re-engaging in Education for All to Progress) provides academic opportunities to scholars, who are overage, nontraditional, or at risk of dropping out. R.E.A.P offers an alternative path to a high school diploma.

All scholars attending R.E.A.P. must be enrolled in the Jackson Public

School District. Scholars are referred to the program by the district counselor after their transcripts have been assessed to determine that they are eligible for the program. The R.E.A.P. coordinator and counselor meet with parents and eligible scholars to discuss their academic path through the program.

Scholars who attend the program typically have not experienced success in a regular high school setting. The smaller classes (maximum of 15 scholars per class) allow teachers to provide individualized instruction. Four-by-four block scheduling allows scholars to complete more core courses in one year than allowed on the A/B block schedule. Flexible scheduling options allow more scholars to successfully complete their high school requirements and receive a high school diploma.

Once admitted, with regular attendance, active class participation, remediation and review, parental involvement, and good conduct, scholars will complete the program in two years or less and receive a high school diploma from their home school. R.E.A.P. scholars are eligible to participate in their home school ment exercises.

- B. Credit recovery is defined as a course-specific, skill-based learning opportunity for scholars who have previously been unsuccessful in mastering content / skills required to receive course credit or earn promotion.

Upon enrollment in a credit recovery course, a determination of the scholar rd to the course content will be made. The scholar may complete assignments only in the course objectives that have not been mastered. Upon successful demonstration of

dropping out is of compulsory school age. If applicable, the scholar will be given an overview of available services for securing a job, continuing his education, or both. Referrals will be provided to scholar in writing with telephone numbers and the names of contact persons who may be able to ease the transition.

Section VII: WHAT WILL BE DONE IF A SCHOLAR DROPS OUT

A. The dropout