

DOVER SCHOOL DISTRICT	POLICY CODE: IKE
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PROMOTION AND RETENTION OF STUDENTS

In general, most children mature and acquire the basic skills of learning in a manner which requires a school year to complete a grade. Children with unusual ability and work habits are provided the opportunity, where possible, of mastering skills according to their ability through an enrichment program.

School promotion from one grade level to another will be based on the adequacy of skill levels achieved for the individual's perceived learning abilities. The principal will consider the following factors in determining student promotion and retention:

- Teacher recommendation
- Grades in major subject areas
- Grade level criterion tests
- Standardized achievement tests
- Attendance
- Parental consideration

To be a sophomore, students must have a minimum of four (4) credits.

To be a junior, students must have a minimum of nine (9) credits.

To be a senior, students must have a minimum of thirteen (13) credits or be in a program that will satisfy graduation requirements.

Students must also be in attendance 162 or more of the total 180 days required by the State of New Hampshire. Failing to meet the attendance requirement may result in course failure or retention.

Legal References

NH Code of Administrative Rules, Section Ed 306.14(d), Promoting Students

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STUDENT PERFORMANCE STANDARDS

Purpose: The policy of the Dover School Board expects all eighth-grade students to pass four core subjects. Failing students shall enter and successfully complete a remedial program before being elevated to the ninth grade.

Standards for Promotion to Dover High School A Program of Required Academic Intervention

All* eighth-grade students at the Dover Middle School failing any core subject may not gain promotion to Dover High School.

In order to graduate from eighth-grade a student should have a passing grade in four core subjects:

Mathematics
Language Arts
Science
Social Studies

At mid-year eighth-grade students failing one or more *core* subjects may be required to participate in an academic intervention that may include attending Saturday morning instruction, after-school remedial instruction, remedial instruction within the school day, or other programs established by the Dover School District.

Students identified as requiring academic intervention and their parents shall be contacted by the school before January 30. Notification shall include explaining to both parents and students that the student may not be promoted and will be required to participate in an academic intervention.

Any eighth-grade student failing one core subject may be placed in an alternative academic program.

Any eighth-grade student failing two or more core subjects at the end of the school year may not be promoted to Dover High School. These students shall participate and successfully complete a remedial academic intervention program. Students failing the intervention program shall be subject to the following as determined by the middle school administration.

Placed in an alternative academic program (grade 9)
Retained for an additional year at the Dover Middle School

*Special education students shall meet their Individual Education Plan goals or be required to participate in an academic intervention.

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Student Performance Standards, continued

Purpose: The Dover School Board shall require minimum levels of performance in mathematics and reading skills for all fourth-grade students. Students not able to meet the minimum competency shall be required to participate and successfully complete an academic intervention.

**Standards for Promotion to Dover Middle School
and
A Program of Required Academic Intervention**

Elementary Schools

The Superintendent should establish minimum academic levels of performance in mathematics and language arts that all fourth-grade students shall meet or exceed to advance to the Dover Middle School.

These minimum levels of performance shall be delivered to all parents of fourth-grade students.

All* students in the fourth grade shall possess basic reading and mathematics skills, as established by the Superintendent, prior to their promotion to the fifth grade.

Those fourth-grade students identified at the beginning of the school year performing below the Superintendent's minimum standards may be placed in an academic intervention program.

This academic intervention may include after-school tutoring, Saturday morning classes, or other programs as established by the Superintendent and the Dover School Board.

Those fourth-grade students performing below the minimum standards in mathematics or reading at the end of the school year shall be subject to one or more of the following as determined by the school principal in consultation with appropriate school staff.

- Attend a summer program
- Placed in an alternative learning program (grade 5)
- Retained in grade four

*Special education students shall meet their Individual Educational Plan goals or be subject to an academic intervention.

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Purpose: The policy of the Dover School Board shall expect all seventh-grade students to pass four core subjects. Failing seventh-grade students shall enter and successfully complete a remedial program before being elevated to the eighth grade.

***Standards for Promotion to the Eighth Grade
and
A Program of Required Academic Intervention***

All* seventh-grade students at the Dover Middle School failing any core subject may not gain promotion to the eighth grade.

In order to be promoted to the eighth grade a student should have a passing grade in four core subjects:

Mathematics
Language Arts
Science
Social Studies

At mid-year eighth-grade students failing one or more core subjects may be required to participate in an academic intervention that may include attending Saturday morning instruction, after-school remedial instruction, remedial instruction within the school day, or other programs established by the Dover School District.

Students identified as requiring academic intervention and their parents shall be contacted by the school before January 30. Notification shall include explaining to both parents and students that the student may not be promoted and will be required to participate in an academic intervention.

Any seventh-grade student failing one core subject may be placed in an alternative academic program.

Any seventh-grade student failing two or more core subjects at the end of the school year shall not be promoted to eighth grade. These students shall participate and successfully complete a remedial academic intervention program. Students failing the intervention program may be subject to the following as determined by the middle school administration.

Placed in an alternative academic program (grade 8)
Retained for an additional year in the seventh grade

*Special education students shall meet their Individual Education Plan goals or be required to participate in an academic intervention.