

Promotion and Retention

The guiding philosophy for determining acceleration, promotion, or retention will be what is in the best interest of the student.

The general policy of the district is to encourage and assist each student to move along in a continuous growth pattern of academic achievement based upon established curriculum, standards, and benchmarks. The principal, in arriving at a decision for either the acceleration or retention of a student, will consider the combined views of the parents and appropriate members of the school staff.

When a student is not meeting grade level expectations, parents/legal guardians and school staff will meet to determine the appropriate instructional intervention. This intervention may include supplemental instruction during or after school hours, summer school programming, and/or retention at grade level.

For each student identified as at-risk of meeting required expectations, staff and parents/guardians will prepare an individual plan which will include a description of all interventions designed to help the student meet performance expectations. The principal of each school is responsible for monitoring the development and implementation of intervention plans.

To achieve high school status, each Dubuque Community School District student must meet performance expectations in the following core courses: reading/ language arts, mathematics, science, and social studies. For students in grade eight, parents and high school staff will be consulted no later than during the second trimester to develop a plan for transition of at-risk students to high school. The principal of each high school is responsible for monitoring the implementation of the at-risk transition plan.