Promotion and

Retention Policy

School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

Core Values

- Citizenship
- Respect
- Leadership
- Responsibility
- Tolerance
- Commitment
- Excellence
- High Expectation

Promotion and Retention Policy

1.0 Primary Value

The core value in this policy is providing quality educational placement to meet the needs of students at various stages of their academic, physical, social and emotional growth.

2.0 Rationale

DMES believes that it is the responsibility of the school to support the maximum growth and development of students with varied needs and abilities. In this regard, we acknowledge the importance of making informed decisions of student promotion and retention. We ensure that each student shall progress in a continuous growth pattern of academic achievement that corresponds to his/her own development to master standards and expectations for each grade level and subject.

3.0 Purpose

The purpose of this policy is to outline the processes needed in the determination of student promotion and retention. DMES shall provide maximum consideration for the long-term welfare of each student. We do a rigorous follow-up to ensure that every individual student progress. Students who perform below expected curriculum standards shall be closely monitored to prevent them from retaining the grade level.

4.0 Aims

DMES shall ensure students will be assigned based on their educational and personal needs to make appropriate progress. Through this policy, we aim to:

- Accommodate the varying needs and interests of individual students and utilize strategies for addressing academic deficiencies.
- Evaluate the effectiveness of curriculum delivery and instruction in relation to students' mastery of skills and knowledge.
- Ensure that promotion and retention of each student is an informed decision made in collaboration with the school administrators, teachers, and support staff.
- Ensure that each student shall progress through the grade levels by demonstrating growth in learning and by meeting the grade-level academic standards.

- Encourage ongoing two-way communication between home and school to monitor progress and further promote student achievement.
- Establish systems of identifying at-risk students and academic intervention to help all students succeed in school and avoid grade retention.

5.0 Definitions

5.1 Promotion: Occurs when a student meets or exceeds explicitly stated learning outcomes associated within a certain grade, level, course, or program of learning.

5.2 Retention: Occurs when a student does not meet the required outcomes associated with his/her grade level, course, or program of learning. The school determines that it is in the best interest of the student to be retained at the grade level.

6.0 Age Requirements

As research indicates that retaining students does not generally lead to students' educational attainment and achievement, the school emphasizes that students are to be educated and promoted with peers of the same age sequentially from year to year. In this context, the KHDA age requirements are outlined in this policy as critical factors in the school's decision-making process on student promotion and retention.

Age of the students as on **August 31** for schools beginning in **September**			
For schools beginning in April, age of the students as on **July 31** (from Academic Year 2021-2022 onwards), and **March 31** (from Academic Year 2022-2023 onwards)			
Level	Grade/Year	Minimum age (for entry)	Maximum age (as a cut-off for this grade)
A	Pre-KG/FS 1	3	4
B	KG 1/FS 2	4	5
C	KG 2/Year 1	5	6
D	Grade 1/Year 2	6	8
E	Grade 2/Year 3		9
F	Grade 3/Year 4		10
G	Grade 4/Year 5		11
H	Grade 5/Year 6		12
I	Grade 6/Year 7		13
J	Grade 7/Year 8	Based on the transfer certificate	14
K	Grade 8/Year 9		15
L	Grade 9/Year 10		17
M	Grade 10/Year 11		18
N	Grade 11/Year 12		19
O	Grade 12/Year 13		20

7.0 Guidelines and Considerations

- **Students in KG1 until Fourth grade**: requires success in all subjects assessed.
- **Students in Fifth grade until Eighth grade**: requires success in all subjects assessed at a rate of at least 60%.
- **Students in Ninth grade until Twelfth grade**: requires student success in all subjects assessed at a rate of at least 60% as per high school structure.

Retention decisions are based upon several factors including input from parents, teachers and support staff. Each case is based upon the needs of the individual student and no two cases are alike. Situations that would alert the need for a discussion regarding the possible retention decisions include:

- Unexcused Absence rate of more than 30% which is supported by evidence of academic performance
- Failure to meet the levels as specified in the IEP
- Progress as reported in a variety of assessments that are well below the expected rate of the peers.

8.0 US Curriculum School

8.1 Kindergarten and Elementary Sections

All students in Kindergarten and Elementary sections will be promoted to the next grade level. In the rare instance that a student is considered for retention the school will be guided by the process and considerations listed below:

Process:

1. No single individual will have the authority to retain a student.
2. The HOS and SEP will lead consultations with the following personnel when considering retention:
   - All teachers who have worked with the student during the academic year.
   - The heads of department for English and Arabic subjects
   - The Inclusion Champion, or someone with a similar position
   - The elementary section student counselor
   - Parents/Guardians

Considerations:

1. Students with more than 30% absences from the beginning of the school year until 30th May along with very low attainment will be considered on a case by case basis for retention.

2. The decision to retain must be based on the inability of a student to achieve the targets outlined in the individual education plan (IEP).

3. The results of academic and social interventions must have been implemented then be reviewed before making the decision to retain

4. The decision to retain must specify exactly how repeating the grade level will benefit the student.

5. The decision to retain must take into consideration the impact of being separated from grade level peers both in the immediate and distant future.

6. A student who has already been retained once will be promoted to the next grade along with the development of an IEP or a SEN referral. Students will not repeat a grade level more than once.

8.2 Middle School

Students in Grades 5-8 will be promoted to the next grade if they pass all academic courses (English, Math, Science, Arabic and Islamic Education). Students who fail one or two of the academic courses (English, Math, Science, Arabic and Islamic Education) must attend additional lessons in the fall semester as part of the After School Academic Support Program until successful completion of basic standards are met.

Any student who fails 2 (two) or more Academic Courses and 1 (one) or more other courses will not progress to the next grade and will be required to repeat the same grade level.

8.3 High School

For students in Grades 9-12 student advancement is dependent upon the number of credits the student has earned. However, if a student fails any required core courses they must successfully pass each required course or they will not receive their US high school diploma or participate in the graduation ceremony. Students may make up failed core courses in the following school year. In order to advance to the next grade, each high school student must meet the following credit requirements. Students who do not achieve the required credits may be able to advance in their coursework but will be placed in a grade-appropriate homeroom.

To enter the **10th** grade / **sophomore** year = 5 credits,

To enter the **11th** grade/ **junior** year = 11 credits, and

To enter the **12th** grade/ **senior** year = 17 credits.

9.0 Roles and Responsibilities

9.1 Student

The student is expected to:

- Attend school regularly and participate actively in all lessons and ECA.
- Complete the academic requirements at the presently assigned grade.
- Demonstrate sufficient proficiency and maturity to be promoted to the next grade level.
- Adhere to all the policies related to attendance, behavior, and assessment.

9.2 Parents

A parent/guardian is expected to:

- Ensure that the child attends every school day and arrives on time.
- Promote positive educational outcomes by taking an active interest in their child's academic progress.
- Engage in regular and constructive communication about the child's academic achievement and progress development with the school.
- Be informed of the child's progress toward meeting age-appropriate standards.

10.0 Related Policies

The Promotion & Retention Policy is linked to the following school policies:

- Curriculum Policy
- Admissions Policy
- Assessment Policy