

Retention Guidelines

Rationale: Poudre School District is committed to the academic success of every student. To that end, the professionals responsible for instruction are obligated to examine their instructional practices and students' responses to instruction within a professional learning community framework. When a student's academic progress is of concern, the school and instructional teams must first analyze the effectiveness of tier one/universal instruction that the student is receiving.

Professional Learning Community

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- : *“It is our policy to find a violation of the Civil Rights Act of 1964 if Limited English Proficient students are retained grade for failure to demonstrate basic skills in English.”*

12. The principal shall review each individual case and take into account parents’ desires related to retention. The principal shall ensure compliance with the above procedures before approving retention. If the principal approves retention, the student’s educational plan will be signed by the educational team (including parents) and placed in the student’s cumulative school file.

As stated in CRS 22-33-104(1) (d), a parent of a child who began attending preschool or kindergarten at age five or six years of age may notify the child’s school of the parent’s wish that the child not advance to first grade in the following school year, and a school that receives such a notice shall not advance the child to first grade in the following school year.

In cases when parents request retention and the request is contrary to the recommendation of the student’s educational team, the parents shall sign a memo indicating their desire/request.

A follow-up MTSS meeting will be scheduled on the student by October 1st of the following school year to review the educational plan and the student’s progress. Specific plans will be made at that time to continue to monitor the student’s academic/behavioral growth.

COVID-19 Response to Retention

1. Our PSD stance is that we do not believe grade retention is necessary due to COVID. For the following reasons:
 - a. All children experienced an interruption in learning.
 - b. Our current systems are designed to address our students’ academic and social/emotional needs.
 - c. Current research points to negative effects of grade level retention.

If necessary, we will follow the retention processes outlined above for individual cases. The timeline above will be adjusted for the 2020-21 school year to be responsive to data collection throughout the spring.