



Grade Retention Process and Forms

INTRODUCTION

Saint Paul Public Schools believes students should be promoted to the next grade level at the completion of each school year. Grade retention (having a student repeat the same grade) should only be implemented when a school and family agree that retention, with intensive academic interventions, is the best option to support the child's academic performance, social emotional development and peer relationships. [Read more about grade retention research in this document.](#)

Please note: Before a retention request can be considered, the school is expected to provide and document interventions and supports for the student related to their academic, social emotional and other developmental needs. Additionally, students cannot be retained solely due to their English Learner (EL) status or level or due to receiving special education services. Please contact the student's EL teacher(s) if they receive EL services or the student's case manager if they receive special education services.

Please read through the entire information packet. If you believe the student would be a good candidate for grade retention after reviewing the information packet, the referral process can begin.

Requests can be made after the end of the first semester. Requests made by September 30 will be considered if they are based on issues from the prior year and the request is intended for a student to be placed in the previous grade level. **If concerns emerge early in the school year, it is important to implement learning supports or interventions to meet the student's needs. Grade retention cannot be the first academic intervention considered. Ideally, requests for the following year will be submitted by April 1.**

[Student Retention Frequently Asked Questions](#)

PROCESS

Step 1 The **Request for Grade Retention** form should be submitted by the parent or guardian to the principal of the student's school. School staff will work with the family and determine whether the student will be retained within 30 days of receiving the Request for Grade Retention form.

The school will coordinate a meeting with the parents or guardians, building principal, special education case manager or EL teacher (if applicable), and classroom teacher to review the grade retention process and understand research findings regarding student retention. Based on this meeting, the parents or guardians and the school will determine whether or not to move forward with the retention process.

If the parents or guardians want to continue the retention request process, the principal will alert their assistant superintendent of the retention request. The communication to the assistant superintendent should include the student and parents names, a copy of the Request for Grade Retention form, and any other pertinent information related to the student.

Step 2 The school will create a Retention Review Team (RRT).

The Retention Review Team may include:

- Building administrator
- Intervention services provider (specialist or contact)
- Current classroom teacher
- School psychologist, school counselor and/or social worker

The Retention Review Team may include additional building and district staff:

- Potential future classroom teacher
- Assistant superintendent
- Special education case manager and district special education supervisor (if applicable)
- English language teacher and multilingual learning supervisor (if applicable)
- District content specialists including, but not limited to, Office of Early Learning, Math, Literacy

Step 3

- a. The RRT will gather information and data to record on the Data Summary Form (page 5 of this information packet):
 - **Request for Grade Retention** form
 - Student interview conducted by an appropriate staff member determined by the principal (if developmentally appropriate)
 - Parent or guardian request form and any additional information previously communicated by the parent or guardian
 - Statewide testing data such as MCA, FAST and ACCESS (completed within the last 24 months)
 - Attendance data
 - Other data applicable to retention (ex: student was not enrolled in school for a specific time frame during the year)



- b. The RRT will review the information and data in preparation for a follow-up meeting with the parents or guardians. **If it is found that the school has not provided enough interventions and supports to the student, the retention process will pause and interventions will be provided for 6-8 weeks.** If interventions are implemented for 6-8 weeks and are not found to be effective, the retention process can continue. **If it is not possible to provide interventions for 6-8 weeks (ex: if the Request for Grade Retention form is submitted in May), the request can proceed with the RRT factoring the lack of interventions into the team's recommendation.**

Step 4 A follow-up meeting with the parents or guardians and the RTT is scheduled to review and discuss the findings from Step 3. Using the Discussion Guide (page 7) is suggested. After the review and discussion of findings, the parents or guardians and the RRT provide their perspectives regarding the retention request. The goal of this meeting is for the parents or guardians and the RTT to make a decision together whether to retain the student for the next school year. The school principal will submit the completed form to their assistant superintendent and the Student Placement Center director (Jayne.Williams@spps.org).

Step 5 The student will be monitored by school personnel according to the plan. Progress, concerns or adjustments will be reported to the parents or guardians and other school staff as needed.

Contact Us:

Saint Paul Public Schools
Office of College and Career Readiness
Darren.Ginther@spps.org
651-242-7596





Request for Grade Retention

TO BE COMPLETED BY PARENT/GUARDIAN

Saint Paul Public Schools is committed to the success of all students. There are many factors that will be considered when a Request for Grade Retention is made. All portfolio documents need to be filled out in English. If you require language assistance, please contact your child's school to work with an interpreter. Prior to completing this form, please read through the entire information packet.

STUDENT NAME: _____ DATE OF BIRTH: _____

STUDENT ID NUMBER: _____ CURRENT GRADE: _____

SCHOOL: _____ TEACHER: _____

PARENT/GUARDIAN: _____

PHONE: _____ EMAIL: _____

ADDRESS: _____

Please list why you believe grade retention is in the best interest for your child.

On the attached form, please provide specific examples that you have observed of your child's experiences in the following areas:

1. Academic performance
2. School experience
3. Social emotional strengths and challenges
4. Other information

Please sign below to allow SPPS District personnel to administer any additional testing necessary for a complete grade retention evaluation.

Printed Parent/Guardian Name

Parent/Guardian Signature: _____ Date: _____

Please submit the completed form to the principal of your child's school.

TO BE COMPLETED BY PARENT/GUARDIAN

STUDENT NAME: _____ STUDENT ID NUMBER: _____

Please provide specific examples that you have observed indicating how your student is functioning and areas that are causing you concern. All portfolio documents need to be filled out in English. If you require language assistance, please contact your child's school to work with an interpreter.

1. Academic Performance:

What are you noticing about your student's learning that is causing concern for you?

2. School Experience:

What is your student's school enrollment history? Have they attended several different schools or recently changed schools? What is school like for your student? What do they say about school?

3. Social and Emotional Strengths and Challenges:

What are your student's relationships or connections like with other youth their age? With adults? How does your child respond when upset or overwhelmed?

4. What else do you want us to know about your student?



Request for Whole Grade Retention Data Summary

TO BE COMPLETED BY CLASSROOM TEACHER(S)

Saint Paul Public Schools is committed to the success of all students. Grade retention is a significant intervention that provides students who are performing significantly behind or below their grade and typical age-range peers with an additional year of learning time in all subject areas.

STUDENT NAME: _____

STUDENT ID NUMBER: _____ CURRENT GRADE: _____

SCHOOL: _____ TEACHER: _____

Please document the supports and interventions that already have been utilized below:

DIFFERENTIATION OR SUPPORT:	LENGTH OF INTERVENTION:	SUCCESSFUL:	COMMENTS:
		Y or N	
		Y or N	
		Y or N	
		Y or N	
		Y or N	

Additional Comments:

OTHER DATA POINTS	DESCRIPTION OF EVIDENCE:	COMMENTS:
FAST		
MCA		
Other classroom assessment data		
CogAT (if available)		
Other external data:		

Have the concerns for this student been documented through the Student Assistance Team (SAT) process?

Y/N _____

TO BE COMPLETED BY CLASSROOM TEACHER(S)

STUDENT NAME: _____ STUDENT ID NUMBER: _____

Please provide specific examples that you have observed indicating how this student is functioning. Please complete this form specific to the areas below. If additional space is needed, please attach additional pages.

1. Academic performance including challenges and strengths:

2. Social-emotional development (behavior, response to feedback/criticism, relationships with peers), including both challenges and strengths:

3. Attitude toward learning (especially new challenges/new work):

4. Please list Interventions and information from Student Assistance Team (SAT)



Discussion Guide

Information to consider:

Instruction: How does this student interact when given instructions from their teacher? What kind of learning activities are motivating for this student?

Curriculum: How does this student respond to the material being taught in class? Is most of the learning material at their level? What subject areas interest them?

Environment: Does this student feel safe and welcome at their school? By peers? By staff? Can the student see and hear their teacher during class? Do they feel comfortable asking for help?

Student:

- English language proficiency
- Physical size and age compared to peers
- Maturity - Are most of their friends older, younger or the same age?
- Attendance history
- Enrollment history
- Student's attitude about retention
- Motivation to complete tasks

Retention Review Team Final Recommendation

Check one	Recommendation	Additional Information
	Full grade retention with support	
	Remediation/intervention during current school year.	<i>Subject/area:</i>
	Move forward into next grade level with support	<i>Comments:</i>
	Other	



Student Support Plan (EXAMPLE)

STUDENT ID: _____

STUDENT: _____ SCHOOL: _____ GRADE: _____

Type of Retention or Intervention		Grade (From – To)	
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Transition Period

Begins (Month/Day/Year)		Ends (Month/Day/Year)	
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Strategies to Monitor and Ensure a Successful Promotion/Retention:

-

Strategies to Ensure Continuous Progress Following the Monitoring Period:

-

Staff Member Assigned to Monitor the Implementation of This Plan:

NAME: _____ POSITION: _____

Signatures:

_____ School Administrator	_____ Date	_____ Parent/Guardian	_____ Date
_____ School District Representative	_____ Date	_____ Parent/Guardian	_____ Date

Distribute copies of this document to: student's building principal, current teacher, future teacher, Student Placement Center, and parents or guardians. Place a copy in the student's file.



Student Interview

Before conducting the student interview, connect with the parent/guardian to find out what the student knows about this request. Student interviews should be conducted when a family and school determines an interview would be developmentally appropriate.

Possible Questions for Student Interview:

Question	Notes:
What do you like about school?	
What kinds of things do you do well at school?	
What are your favorite subjects at school? What do you like to learn about (both in school and outside of school)?	
What is hard for you at school?	
Tell me about your friends.	
What are some things that teachers do to help you learn?	
What are some things that could be different at school that might help you?	
Who are some adults at school that know you well? How do they help/ support you?	
What do you think about the idea of repeating the ___grade? How do you feel about it?	
Other Notes	