



## **COLORADO SPRINGS SCHOOL DISTRICT 11**

### **RETENTION AND SPECIAL PROMOTIONS OF STUDENTS**

#### **PROCEDURES AND GUIDELINES**

**October 2023**

**policy references IKE and IKE-R**



## **SPECIAL PROMOTION AND RETENTION OF STUDENTS PUPIL EVALUATION AND PLACEMENT**

### **COVID-19/PANDEMIC RETENTION DISCLAIMER**

The global pandemic is not a viable determination for retention. No student may be retained based solely on the loss of instructional time. Consideration for retention will adhere to previous processes, comprehensive evidence and collective inputs as detailed in the following document.

### **RETENTION, REPLACEMENT, SPECIAL PROMOTION**

The evaluation of student achievement and progress is based on individual performance in comparison with individual expectancy. Therefore, student grade placement should not be based on a comparison of achievement or growth with the average or median of the class. When retention is being considered, a review of a student's current academic, personal and social development is required. It is highly recommended that a student not be retained more than once and that alternatives to retention be considered. The classroom teacher is qualified to interpret the achievement of a student and must be included in the Multi-Tiered System of Supports (MTSS) Student Success Team process.

Grade skipping and/or course acceleration is an appropriate intervention for highly gifted students whose academic and/or affective needs cannot be met in classrooms with age-level peers. This intervention increases the motivation and engagement of students who process information and ideas at a high level and/or at a faster pace than age-level peers. Grade skipping is only one form of acceleration and should be undertaken with careful consideration for long-term benefit and consequences in both academic and affective areas. A determination of single subject acceleration must be an evidence based, collaborative conversation with parent, student, and appropriate staff using the MTSS process. Research also clearly establishes grade skipping as a beneficial intervention when recommended with appropriate evidence, process, input and future planning. The Gifted & Talented Department will facilitate the whole grade acceleration evidence collection using a research-based tool: The Iowa Acceleration Scale.

Grade placement of newly enrolled English learners are made at the school level based on the evaluation of the students' academic records and also considering the students' age. It is important for English learners to be placed with age peers to meet their socialization needs. The goal should be to place the student in a grade level that is appropriate for his or her age level, and then provide the additional English language development services to address the student's English language acquisition needs.

### **Special Education Considerations Regarding Retention**

Special Education Leadership acknowledges the complexity associated with "socially promoting" students who have not gained the requisite grade-level skills for the following grade level. However, academic skill deficits are inherent for students with disabilities and retention has proved to have detrimental effects on students.

Staff is encouraged to work with families and their multidisciplinary team to ensure students with IEPs have access to an effective and equitable education as they move to the next grade level.

To support learners in Special Education:

- Meet as a team to ensure the specialized services and supports identified on the IEP will support student growth despite grade placement

- Systematically conduct progress monitoring to evaluate effectiveness of programming

- Involve the following grade level's special educators and general educators

- Consult with your Cluster Special Education Facilitator



## **BOARD POLICY IKE: PROMOTION AND RETENTION**

Because the public schools of this district are dedicated to the best total and continuous development of each student enrolled, the professional staff shall be expected to place students at the grade level best suited to them academically, socially, and emotionally.

Students normally will progress annually from grade to grade. Exceptions may be made when the judgment of the professional staff such exceptions are in the best educational interest of the students involved. Exceptions may be made after prior notification and explanation to student's parent(s)/guardian(s), but the final decision will rest with the school administration.

## **BOARD POLICY JEB: ENTRANCE AGE**

Children who are five years on or before October 1 of the school year in which they would like to enroll may enter kindergarten. A birth certificate, passport, visa, etc., to verify age and other records shall be required for all kindergarten children who have not been in the Colorado Springs District 11 Schools\*

Children who are six years old on or before October 1 of the school year in which they would like to enter school shall be admitted to first grade. A birth certificate, passport, visa, etc., to verify age and other records shall be required of all first grade children who have not been in the Colorado Springs District 11 Schools\*

A student seeking to enroll in first grade who is at least five years old on or before October 1 of the school year in which they would like to enter school may be admitted to first grade if the student attended at least one hundred twenty days of kindergarten in a state other than Colorado.

Pursuant to the Military Interstate Children's Compact, a student of a military family enrolling in the District from another state can continue in kindergarten or first grade if he or she was already enrolled in kindergarten or first grade in an accredited public or private school in the sending state and as long as the student met age requirements in the sending state. A student of a military family enrolling in the District from another state may go to the next grade regardless of age requirements, if he or she has successfully completed kindergarten or first grade in the sending state.

In addition, if a student is transferring from a private or parochial kindergarten or first grade, or has not yet attended school, and does not meet the entrance age requirements above, the principal will contact the Gifted and Talented Facilitator to discuss the possibility of the student needing to follow the Early Access process. Students who are not covered by the Military Interstate Children's Compact and who attain the age of five years after December 31 will not be accepted under any conditions. Students who meet the age requirement will be given priority over students being considered for the exception.

\*Under the McKinney-Vento Homeless Act, the children of families who are considered homeless are eligible for immediate enrollment without documentation.



## RETENTION/PLACEMENT OF STUDENTS (MTSS Process)

### DECISION-MAKING MODEL RETENTION/PLACEMENT (KINDERGARTEN – EIGHTH GRADE)

<b>Identify Student</b>
<b>Gather Data</b>
<p style="text-align: center;"><b>Diagnosis of student</b></p> <ul style="list-style-type: none"> <li>• Strengths and/or weaknesses</li> <li>• Test scores and examples of work</li> <li>• Performance, work habits, social skills</li> <li>• English proficiency level of the student</li> </ul>
<p style="text-align: center;"><b>Preliminary meeting with parent(s)</b></p> <ul style="list-style-type: none"> <li>• Share data and express concerns</li> <li>• Share policy and Light's Retention Scale</li> <li>• Establish procedures for continued contact and involvement</li> <li>• Monitor student performance</li> </ul>
<p style="text-align: center;"><b>Formal and informal testing information</b> (multiple measures recommended)</p> <ul style="list-style-type: none"> <li>• Achievement tests</li> <li>• Individual psychological data</li> <li>• Speech, hearing</li> <li>• STAR, CMAS, ADB</li> <li>• ACCESS or WIDA Screener scores for English learners</li> <li>• Literacy assessments</li> <li>• Anecdotal records and observations</li> <li>• Curriculum-based measurement</li> </ul>
<p style="text-align: center;"><b>Utilize the MTSS Student Success Team process to determine placement</b></p> <ul style="list-style-type: none"> <li>• Use of data from all professionals who have evaluated or worked with student; discuss pros and cons of possible retention or replacement</li> <li>• Discuss alternative to retention or replacement</li> <li>• Determine recommendations</li> <li>• Prepare goal statements for students retained</li> <li>• Prepare goal statements listing alternative plan for student not retained</li> </ul>
<p style="text-align: center;"><b>Final parent conference</b></p> <ul style="list-style-type: none"> <li>• Principal and teacher discuss the recommendations with Parent(s)/guardian, sharing data and reasons for recommendation</li> </ul>
<p style="text-align: center;"><b>Decision for student placement</b></p> <ul style="list-style-type: none"> <li>• At the final conference, the parent(s)/guardian and educators reach a decision</li> <li>• Although the final decision will rest with the school administration, parent(s)/guardian have the right to appeal</li> <li>• Conduct a six-week review conference and a semester-end conference to evaluate progress and success of placement decision</li> <li>• Complete Student Goals and Progress Monitoring forms</li> </ul>



## **RETENTION OR REPLACEMENT OF STUDENTS PROCEDURES**

The principal has the responsibility to ensure uniform student placement evaluation practices. School and central office staff may be involved to advise, consult, and assist. The principal will consult the Gifted and Talented Facilitator if retention is being considered for a high ability student. English learners may not be retained due to lack of English language proficiency, such retention would be discriminatory because in effect, the English learner would be retained for not having adequate prior exposure to English. An English learner may be considered for retention for reasons other than lack of English proficiency (for example, if the student did not meet grade-level standards due to poor attendance, lack of effort, or poor study habits). It is recommended that the procedures listed below be followed.

### **STEP ONE**

The principal will distribute the Retention Study Sheet, Light's Retention Scale 5<sup>TH</sup> Edition, and Parent Guide to Grade Retention to the staff for the purpose of information gathering. If the student is an English learner, the MTSS Team will contact the Culturally and Linguistically Diverse Education department to schedule an observation to ensure that the retention of the student is not due to a lack of English proficiency.

In the school's MTSS Student Success Team process, completed forms with academic records of achievement in the classroom, pertinent formal and informal testing information, progress reports to parent(s)/guardian, and support staff information are discussed to determine the potential benefits, if any, of retention. The MTSS Team will contact the Culturally and Linguistically Diverse Education department to schedule an observation of the student to ensure that the retention of the student is not due to a lack of English proficiency.

As part of the ongoing communication with parent(s)/guardian and consistent with previous communications, the teacher will prepare the Retention Study Sheet, complete the Light's Retention Scale, contact parent(s)/guardian, and return recommendations to the principal by the end of third quarter. For additional information, the principal, assistant principal, or parent(s)/guardian may also complete the Light's Retention Scale.

### **STEP TWO**

The teacher will complete the Student Placement form and Student Goals form for each student being recommended for retention no later than the end of the sixth week of the fourth quarter.

Conference with parent(s)/guardian to discuss concerns, rationale for the retention recommendation, and possible negative long-term effects. After the parent(s)/guardian conference, obtain the parent(s)/guardian signature on the Student Placement form, offer the opportunity for written comments, complete all forms and provide parent(s)/guardian with copies. File copies of all forms in the student's file.

### **STEP THREE**

Complete the School Retention Report listing names of student(s) being retained in alphabetical order by grade level beginning with Kindergarten. Please review the School Retention Report of accuracy. Send one copy to the office of K-12 Schools with copies of all forms used in your study and retention of the students whose names appear on your school report. Retain a copy of the school report and copies of all data for school files.

### **REPLACEMENT PROCEDURES**

Replacement of a student after the beginning of a new school year should be used only in rare instances. A full student study is required and replacement of a student must be made by the end of the first quarter. Follow the procedure outlined above. Adjust the timelines and due dates appropriately. Resubmit the School Retention Report to reflect the replacement of any student. Include copies of all forms used in your study and replacement of any student. (See Timeline for Replacement of Students)



**RETENTION  
STUDENT EVALUATION AND PLACEMENT TIMELINE**

ACTIVITY		TIMELINE
I.	As part of the ongoing communication with the parent(s)/guardian and consistent with previous communication, the teacher will prepare the Retention Study Sheet and return recommendation to the principal by the end of the third quarter.	End of Third Quarter
II.	Parent(s)/guardian should be contacted.	End of Third Quarter
III.	The principal, assistant principal, teacher, and the parent(s)/guardian will complete the Light's Retention Scale 5 <sup>th</sup> Edition and review the information gathered from the MTSS Student Success Team process.	March/April
IV.	As appropriate, the Student Placement form and Student Goals form will be completed no later than the sixth (6 <sup>th</sup> ) week of the fourth quarter.	April/May
V.	Submit the School Retention Report and copies of student study forms to the Office of Executive Directors of School Leadership	<b>Due by: May 14</b>



**REPLACEMENT**  
**(To be used only in very rare instances)**

**STUDENT EVALUATION AND PLACEMENT TIMELINE**

ACTIVITY		TIMELINE
I.	As part of the ongoing communication with the parent(s)/guardian and consistent with previous communication, the teacher will prepare the Retention Study Sheet and return recommendation to the principal by the end of the third quarter.	Mid-point of First Quarter
II.	Parent(s)/guardian should be contacted.	Mid-point of First Quarter
III.	The principal, assistant principal, teacher, and the parent(s)/guardian will complete the Light's Retention Scale 5 <sup>th</sup> Edition and review the information gathered from the MTSS Student Success Team process.	Mid-point of First Quarter
IV.	As appropriate, the Student Placement form and Student Goals form will be completed no later than the end of the first quarter.	End of First Quarter
V.	Resubmit the School Retention Report and copies of student study forms to the Office of K-12 Schools.	End of First Quarter



## **SPECIAL PROMOTION INFORMATION**

### **CRITICAL COMPONENTS OF A RECOMMENDATION FOR GRADE SKIPPING**

1. The Gifted & Talented Department will facilitate the whole grade acceleration evidence collection using a research-based tool, The Iowa Acceleration Scale. The Gifted and Talented Department will facilitate the Early Access Process for students looking for early enrollment in kindergarten or first grade, per Board of Education Policy JEB.
2. Grade skipping is only one form of acceleration and should be undertaken with careful consideration for long-term benefit and consequences in both academic and affective areas.
3. The MTSS Student Success Team should be comprised of principal, counselor, teacher, GT staff, student, and parent(s)/guardian, at a minimum.
4. Absolute commitment to serve the unique learning, social, and emotional needs of the gifted individual being considered for acceleration intervention; personal generalizations, experiences, hopes of parent(s)/guardian and teachers must be set aside.
5. Comprehensive assessment of child's abilities, performance, social/emotional maturity, and classroom behaviors suggesting needs for intervention.
6. Review and consider intervention strategies to meet student needs.
7. Discuss long-term considerations related to grade skipping and course acceleration with the child and his/her family.

### **ACCELERATION INTERVENTIONS THAT ARE ALTERNATIVE TO GRADE SKIPPING**

1. Continuous progress
2. Differentiated instruction
3. Curriculum compacting
4. Telescoping curriculum
5. Subject matter acceleration
6. Credit by examination
7. Concurrent college/high school enrollment
8. Advanced Placement program
9. Online courses
10. Mentorships
11. Independent learning contracts combining two or more courses.

### **PROFILE OF STUDENT FOR WHOM GRADE SKIPPING MAY BE APPROPRIATE**

- "Excellent Candidate for Acceleration" rating on the Iowa Acceleration Scale
- Meeting the Early Access criteria for highly gifted 4 and 5 year-old students
- Ability to manipulate abstract symbol systems
- Ability to process large amounts of complex information at faster rates
- Early reader who achieves at two to six years above age-level peers
- Shows evidence of motivation and commitment to acceleration
- Exhibits emotional maturity





## SPECIAL PROMOTION OF STUDENTS

(MTSS Process)

DECISION-MAKING MODEL - SPECIAL PROMOTION

(KINDERGARTEN – EIGHTH GRADE)

<b>Student needs not being met in current placement</b>
<b>Principal convenes MTSS Student Success Team and develops a plan</b>
<b>Gifted and Talented staff assists with modification of curriculum</b>
<b>Student needs not being met after implementation of plan</b>
<b>Teacher, principal, parent(s)/guardian requests formal evaluation of student</b>
<p><b>Principal contacts the Gifted and Talented Department to begin the Iowa Acceleration Scale process which includes:</b></p> <ul style="list-style-type: none"> <li>• Communication with parent(s)/guardian(s) and appropriate school staff</li> <li>• Student Observation</li> <li>• Academic Ability, Aptitude and Achievement</li> <li>• School and Academic Factors</li> <li>• Developmental Factors</li> <li>• Interpersonal Skills</li> <li>• Attitude and Support</li> </ul>
<p style="text-align: center;"><b>Conference Process</b></p> <p><b>Completion of data collection is presented by the Gifted Resource Teacher with support from the Gifted and Talented Department to the Gifted Review Team which includes school administration, parent(s)/guardian(s), student (when appropriate), current teacher, receiving teacher, Gifted Resource Teacher and other appropriate staff or family advocates such as social workers/psychologist/counselor, and receiving school representative (if applicable).</b></p>
<p style="text-align: center;"><b>Educational Options (See other accelerated interventions, page 7)</b></p> <ul style="list-style-type: none"> <li>• Current placement is deemed appropriate with academic differentiation</li> <li>• Student is recommended for special Gifted and Talented intervention or programming which varies throughout the district</li> <li>• Student is placed at the appropriate level for specific content (e.g. math, reading)</li> <li>• Student is promoted to next grade full-time (Special Promotion)</li> </ul>
<p style="text-align: center;"><b>Decision for Special Promotion</b></p> <ul style="list-style-type: none"> <li>• At the final conference, the parent(s)/guardian and educators reach a decision (attach a summary of the conference).</li> <li>• Although the final decision will rest with the school administration, parent(s)/guardian have the right to appeal through the appeals process in IHBB-R.</li> <li>• Complete Student Goals and Progress Monitoring forms.</li> <li>• Complete Personal Learning Plan – PLP or Advanced Learning Plan for identified gifted students</li> <li>• Conduct a six-week review conference and a semester-end conference to evaluate progress and implement adjustments as needed.</li> </ul>



## **SPECIAL PROMOTION PROCEDURES**

The principal has the responsibility to ensure uniform student placement evaluation practices. School and central office staff may be involved to advise, consult, and assist. The principal will consult the Gifted and Talented Facilitator if whole grade acceleration is being considered for a high ability student. It is recommended that the procedures listed below be followed.

### **STEP ONE**

The principal will distribute the Special Promotion Study form to staff members who are contemplating using either of these processes of study and/or special promotion. The Gifted and Talented Facilitator will provide the Iowa Acceleration Scale protocol to the Gifted Resource Teacher to conduct with the student. Data on each required area will be provided as well.

### **STEP TWO**

The Gifted and Talented teacher will complete the Student Placement and the Iowa Acceleration Scale forms with the assistance of the classroom teacher for each child being considered for special promotion no later than the end of the sixth week of the fourth quarter. An MTSS Student Success Team shall be convened.

A conference will be held with the principal, current teacher, Gifted Resource Teacher, social worker, psychologist /counselor, parent(s)/guardian, Gifted and Talented Facilitator or designee and receiving school representative, if applicable. After the conference, obtain all signatures and provide parent(s)/guardian with copies of all forms. File copies of the forms in student's cumulative file.

### **STEP THREE**

Complete the School Special Promotion and the Iowa Acceleration report, listing the names of students being accelerated. These forms will be used to prepare reports on Special Promotion. Send one copy to the Area Superintendent of the student's school with copies of all forms used in your study and special promotion of students in your building. Retain a copy of the documentation for the student's cumulative file, upload the documentation to the student information system, and share copies of documentation with the receiving school, if applicable.



## SPECIAL PROMOTION

### STUDENT EVALUATION AND PLACEMENT TIMELINE

ACTIVITY	TIMELINE
I. As part of the ongoing communication with the parent(s)/guardian and consistent with previous communication, the teacher will prepare the Special Promotion Study Sheet and return recommendation to the principal by the end of the third quarter.	End of Third Quarter
II. Parent(s)/guardian should be contacted. Observations/data are collected and MTSS Student Success Team is convened.	End of Third Quarter
III. Principal will convene a conference with those involved in the special promotion study team.	March
IV. As appropriate, the Student Placement form and Student Goals form will be completed no later than the sixth (6 <sup>th</sup> ) week of the fourth quarter.	April
VI. Submit the School Special Promotion Report and copies of student study forms to the Office of K-12 Schools.	<b>Due by: May 14</b>



## RETENTION OF STUDENTS STUDY SHEET

☐ Retention

☐ Replacement

Teacher Name(s) \_\_\_\_\_

Date \_\_\_\_\_

(Please complete this form and return to school principal)

At this time, I do not anticipate retaining or replacing anyone. ☐

At this time, I am concerned about the following students:

Student Name	Major Area of Concern	Retained Previously	LIGHT* Rating	Reading Assessments (Name those Used)	Support Service	Standardized Test Scores (STAR, CMAS/ADB/ ACCESS Scores)	Parent Contact Date

"Please note that when any one item is given a score of 5, it is the author's opinion that the chance of the child benefiting from retention is minimal, regardless of the overall score." H.Wayne Light, Ph. D.

The evaluation of student achievement and progress is based on individual performance in comparison with individual expectancy. Therefore, student grade placement should not be based on a comparison of achievement growth with the average or median of the class. When retention is being considered, an evaluation of a student's academic, personal, and social development is required. It is highly recommended that a student not be retained more than once and that alternatives to retention be considered. The classroom teacher is qualified to interpret the achievement of a student and must be included in the MTSS Student Success Team process.

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

☐ We have reviewed the above recommendations and we agree \_\_\_\_\_disagree\_\_\_\_\_. (Check one)



## RETENTION OF STUDENT STUDY SHEET

☐ Retention

☐ Replacement

Student's **LEGAL** Name \_\_\_\_\_ Birth Date \_\_\_\_\_

Student Identification Number \_\_\_\_\_ Ethnic Code \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_ Present Grade \_\_\_\_\_

### DATA FOR RECOMMENDATION: Specific Areas of Concern:

Reading/Writing Reading Instructional Level (Reading Assessments), STAR, CMAS, DIBELS, ADB, ACCESS or WIDA Screener scores	Mathematics (STAR, CMAS, MCAP, MCOMP, ADB)
Social and Emotional Development/ Citizenship/Learning Skills:	Testing Information/LIGHT Rating:
Intervention/Support Provided; MTSS process is utilized:	Alternatives Considered:

### Rationale for Placement (Professional Staff Decision)

Parent Notifications and Conferences: <input type="checkbox"/> Date _____ <input type="checkbox"/> Date _____ <input type="checkbox"/> Date _____	Comments:
<b>FINAL DECISION:</b> Retention Yes <input type="checkbox"/> No <input type="checkbox"/> Replacement <input type="checkbox"/>	
Grade _____ School Year _____	
Projected date for six-week Review Conference the following year _____	

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

MS Counselor Signature \_\_\_\_\_

Date \_\_\_\_\_

MTSS Lead Signature \_\_\_\_\_

Date \_\_\_\_\_

CLD Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Area Superintendent Signature \_\_\_\_\_

Date \_\_\_\_\_



## RETENTION STUDENT GOALS PROGRESS MONITORING FORM

Retention ☐

☐ Replacement

Student's **LEGAL** Name \_\_\_\_\_ Grade \_\_\_\_\_

Student Identification Number \_\_\_\_\_ Ethnic Code \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_ School Year \_\_\_\_\_

### Fall Review of Six-Week Conference

**Date:** \_\_\_\_\_

ILP is required for retained or replaced students.

Review of Student Goals

Progress Summary:

Comments/Revisions/Adjustments:

Parent Signature \_\_\_\_\_ Teacher Signature \_\_\_\_\_

MTSS Lead Signature \_\_\_\_\_ Principal Signature \_\_\_\_\_

Area Superintendent Signature \_\_\_\_\_ CLD Teacher Signature \_\_\_\_\_

### Mid-year Review Conference

**Date:** \_\_\_\_\_

Progress Summary:

Comments/Revision/Adjustments:

Parent Signature \_\_\_\_\_ Teacher Signature \_\_\_\_\_

MTSS Lead Signature \_\_\_\_\_ Principal Signature \_\_\_\_\_

Area Superintendent Signature \_\_\_\_\_ CLD Teacher Signature \_\_\_\_\_

**Recommendations for further monitoring:**



## RETENTION STUDENT PLACEMENT FORM

Retención ☐

Re-colocación ☐

Nombre **LEGAL** del estudiante \_\_\_\_\_ Fecha de nacimiento \_\_\_\_\_

Nombre de identificación del estudiante \_\_\_\_\_ Código étnico \_\_\_\_\_ Fecha \_\_\_\_\_

Escuela \_\_\_\_\_ Maestro \_\_\_\_\_ Grado actual \_\_\_\_\_

### DATOS DE RECOMENDACIÓN: Areas específicas de preocupación:

Lectura/Escritura Nivel de enseñanza en lectura STAR, CMAS, Dibels, ADB, ACCESS or WIDA Screener puntuación	Matemáticas (STAR, CMAS, MCAP, MCOMP, ADB)
Desarrollo social y emocional/ Ciudadanía/Aptitudes de aprendizaje	Información de exámenes/Puntuación <i>LIGHT</i> :
Intervención/Apoyo proporcionando:	Alternativas consideradas:

### Raciocinio de la colocación (Decisión del personal profesional)

Notificaciones y reuniones con los padres: <input type="checkbox"/> Fecha _____ <input type="checkbox"/> Fecha _____ <input type="checkbox"/> Fecha _____	Comentarios:
<b>DECISIÓN FINAL</b>	<b>Retención</b> Sí <input type="checkbox"/> No <input type="checkbox"/> Grado _____ Año escolar _____
<b>Re-colocación</b> <input checked="" type="checkbox"/>	
Fecha proyectada para la reunion de revision de seis semanas del año próximo _____	

Firma del padre \_\_\_\_\_

Fecha \_\_\_\_\_

Firma del maestro \_\_\_\_\_

Fecha \_\_\_\_\_

Firma del director \_\_\_\_\_

Fecha \_\_\_\_\_

Firma del consejero MS \_\_\_\_\_

Fecha \_\_\_\_\_

Firma del MTSS persona \_\_\_\_\_

Fecha \_\_\_\_\_

Firma del CLD maestro \_\_\_\_\_

Fecha \_\_\_\_\_

Firma Superintendente de Area \_\_\_\_\_

Fecha \_\_\_\_\_



## SPECIAL PROMOTION OF STUDENTS STUDY SHEET

Teacher Name(s) \_\_\_\_\_ Date \_\_\_\_\_

(Please complete this form and return to school principal)

At this time, I do not anticipate using special promotion for anyone. ☐

At this time, I am concerned about the following students:

Student Name	Rationale for Special Promotion	Reading Assessments (e.g. CogAT, ITBS, STAR, CMAS, Galileo, DIBELS, AimsWeb+ )	Math Assessment e.g. CogAT, ITBS, Galileo, AimsWeb+, TOMAGS, STAR, CMAS)	Iowa Acceleration Scale Rating or Early Access process, or Kindergarten readiness survey	Parent Contact Date
See attached spreadsheet					

The evaluation of student achievement and progress is based on individual performance in comparison with individual expectancy. Therefore, student grade placement should not be based on a comparison of achievement growth with the average or median of the class. When special promotion retention is being considered, an evaluation of a student's academic, personal, and social development is required. The classroom teacher is qualified to interpret the achievement of a student and must be included in the MTSS Student Success Team process.

Area Superintendent \_\_\_\_\_

Date \_\_\_\_\_

Gifted Talented Facilitator \_\_\_\_\_

Date \_\_\_\_\_

Curriculum and Instruction Director \_\_\_\_\_

Date \_\_\_\_\_

School Principal \_\_\_\_\_

Date \_\_\_\_\_

☐ We have reviewed the above recommendations and agree \_\_\_\_\_ disagree \_\_\_\_\_. (Check one)





**SPECIAL PROMOTION  
STUDENT PLACEMENT  
FORM**

Student's **LEGAL** Name \_\_\_\_\_

Birth Date \_\_\_\_\_

Student Identification Number \_\_\_\_\_ Ethnic Code \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_ Present Grade \_\_\_\_\_

**DATA FOR RECOMMENDATION:** Specific Areas:

Reading/Writing Reading Instructional Level Writing (e.g. CogAT, ITBS, STAR, CMAS, Galileo)	Mathematics (e.g. CogAT, ITBS, STAR, CMAS, Galileo, TOMAGS, Eureka pre-test and post-test at 90% or better)
Iowa Acceleration Scale Final Rating or Early Access Final Rating	Testing Information Ability – CogAT / OLSAT / WISC Aptitude – Above-level ITBS Achievement – PSAT/SAT/ACT
Intervention/Support Provided; MTSS process is utilized:	Alternatives Considered: (See list of Decision-making Model):

**Rationale for Placement (Professional Staff Decision)**

Parent Notifications and Conferences: <input type="checkbox"/> Date _____ <input type="checkbox"/> Date _____ <input type="checkbox"/> Date _____	Comments:
<b>FINAL DECISION:</b> Special Promotion <input type="checkbox"/> Grade _____ School Year _____ Projected date for six-week Review Conference the following year _____	

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal Signature \_\_\_\_\_

Date \_\_\_\_\_

Gifted Talented Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

MTSS Lead Signature \_\_\_\_\_

Date \_\_\_\_\_

Area Superintendent Signature \_\_\_\_\_

Date \_\_\_\_\_



**SPECIAL PROMOTION OF STUDENTS  
STUDENT GOALS  
PROGRESS MONITORING FORM**

Student's **LEGAL** Name \_\_\_\_\_ Grade \_\_\_\_\_

Student Identification Number \_\_\_\_\_ Ethnic Code \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_ School Year \_\_\_\_\_

**Fall Review of Six-Week Conference**

**Date:** \_\_\_\_\_

Review of Student Goals

Progress Summary:

Comments/Revisions/Adjustments:

Parent Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

GT Teacher Signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

Area Superintendent Signature \_\_\_\_\_

**Mid-year Review Conference**

**Date:** \_\_\_\_\_

Progress Summary:

Comments/Revision/Adjustments:

Parent Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

GT Teacher Signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

Area Superintendent Signature \_\_\_\_\_

**Recommendations for further monitoring:**



PROMOCIÓN ESPECIAL  
FORMULARIO DE COLOCACIÓN DEL ESTUDIANTE

Nombre **LEGAL** del estudiante \_\_\_\_\_  
Fecha de nacimiento \_\_\_\_\_

Número de identificación del estudiante \_\_\_\_\_ Código étnico \_\_\_\_\_ Fecha \_\_\_\_\_

Escuela \_\_\_\_\_ Maestro \_\_\_\_\_ Grado actual \_\_\_\_\_

**DATOS PARA LA RECOMENDACIÓN:** Areas específicas:

Lectura/Escritura Nivel de enseñanza en lectura Evaluaciones de lectura) (e.g. CogAT, ITBS, STAR, CMAS, Galileo, ADB)	Matemáticas (e.g. CogAT, ITBS, STAR, CMAS, Galileo, TOMAGSADB, MCAP, MCOMP, ITBS)
Calificación final de la escala de aceleración de Iowa o Calificación final de acceso anticipado	Información de las evaluaciones Capacidad– CogAT / OLSAT / WISC Aptitud – Cog AT/OLSAT Logro – PSAT/SAT/ACT
Intervenciones/Apoyo proporcionado	Alternativas consideradas (Ver la lista del modelo de realización de decisiones)

**Raciocinio para la colocación (Decisión del personal profesional)**

Notificaciones y reuniones con los padres:	Comentarios:
1 <sup>era</sup> <input type="checkbox"/> Date _____	
<input type="checkbox"/> Date _____ Date _____	
2 <sup>da</sup> <input type="checkbox"/>	
<b>DECISIÓN:</b> Promoción especial <input type="checkbox"/>	
Grado _____ Año escolar _____	
Fecha proyectada para una reunión de revisión de _____	

Firma del padre \_\_\_\_\_

Fecha \_\_\_\_\_

Firma del maestro \_\_\_\_\_

Fecha \_\_\_\_\_

Firma del director \_\_\_\_\_

Fecha \_\_\_\_\_

Firma del GT maestro \_\_\_\_\_

Fecha \_\_\_\_\_

Firma del MTSS persona \_\_\_\_\_

Fecha \_\_\_\_\_

Firma del Superintendente de Area \_\_\_\_\_

Fecha \_\_\_\_\_



## RETENTION/PROMOCIÓN ESPECIAL

### METAS DEL ESTUDIANTE DOCUMENTO DE SUPERVISIÓN DEL PROGRESO

Retención ☐

Re-colocación ☐

Promoción especial ☐

Nombre **LEGAL** del estudiante \_\_\_\_\_ Grado \_\_\_\_\_

Nombre de identificación del estudiante \_\_\_\_\_

Escuela \_\_\_\_\_ Maestro \_\_\_\_\_ Año escolar \_\_\_\_\_

#### Repaso de ontoño o Reunión de seis semanas

Fecha: \_\_\_\_\_

Repaso de las metas del estudiante  
Resumen del progreso:

Comentarios/Revisiones/Ajustes:

Firma del padre de familia \_\_\_\_\_

Firma del maestro \_\_\_\_\_

Firma del MTSS persona \_\_\_\_\_

Firma del GT persona \_\_\_\_\_

Firma del Director \_\_\_\_\_

Firma del Superintendente de Area \_\_\_\_\_

#### Reunión de revision de medio año

Fecha: \_\_\_\_\_

Resumen del progreso:

Comentarios/Revisiones/Ajustes:

Firma del padre de familia \_\_\_\_\_

Firma del maestro \_\_\_\_\_

Firma del MTSS persona \_\_\_\_\_

Firma del GT persona \_\_\_\_\_

Firma del Director \_\_\_\_\_

Firma del Superintendente de Area \_\_\_\_\_

**Recomendaciones para supervision future:**

[illegible]

[illegible]