



## Administrative Unit

<b>Administrative Unit name:</b> El Paso 11, Colorado Springs - 21050	<b>Region:</b> Pikes Peak	
<b>Name of Gifted Education Director/Coordinator:</b> Kristin Balsick	<b>Email:</b> Kristin.Balsick@D11.org	
<b>Director’s mailing address:</b> 1115 N. El Paso Street, Colorado Springs, CO 80903	<b>Phone number:</b> 719-520-2463	<b>Fax:</b> 719-520-2386

**Name of Superintendent:** Dr. Nicholas Gledich

12.02(2) Comprehensive Plan “...The program plan shall be implemented by all constituent schools and districts of the AU. ... The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules”

**Directions:**

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules.

## Procedures for Parent, Family and Student Engagement and Communication

District 11 communicates with and informs parents, students, staff, and stakeholders about access to identification procedures, programming-(concurrent enrollment, college & career planning), ALPs, & student achievement in the following ways:

- Parents are always welcome to inquire about a student’s progress and or programming. They are also encouraged to volunteer in classrooms, schools, and/or serve on District committees.
- Gifted & Talented (GT) information is readily available to the parents, students, and/or the school community at the district and the school level. A plethora of GT information is provided through sources in print such as newsletters, flyers, planners, posters, brochures, GT guidebook etc. Electronic media such as teacher, school, GT, & district websites, N-touch, school and district announcements, Twitter, Facebook, etc. is also used to inform the school community. Formal & informal conversations provide information through avenues such as parent/teacher conferences, district and school information nights, visiting with a parent or students after school, district &/or school events, etc. The GT Advisory Committee meets quarterly to discuss GT at the district level. Information about District 11 GT is also shared through the Pikes Peak Association for Gifted Students (PPAGS).
- Parent, student, and staff involvement are required in the GT Review process, and creating & monitoring ALP goals. Progress is monitored regularly throughout the school year and documented in the ALP, on assignments, and/or grade reports. Translated copies and/or interpreters are available to students and/or families who need it.



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- A Gifted Resource Teacher is on staff at every Elementary, Middle, High, Charter and Alternative school in the district used as a source of information at each school site.
  - Programming options vary from school to school. Opportunities include but are not limited to: intervention and differentiation pull-out & push-in, grade acceleration, single or double subject acceleration, compacting, enrichment, gifted magnet program for 3rd-8th graders, charter school with a focus on gifted education, online classes and/or supplemental instruction, Montessori, Elementary, Middle School, & High School International Baccalaureate, Advanced Placement, Early Access, individualized coursework, concurrent enrollment, dual enrollment, college, alternative schools (Digital, Achieve Online, area vocational program, mentorships, etc.) Programming information is shared with stakeholders in a variety of ways such as face to face, print, electronic, public announcements, etc. Parents & students are encouraged to communicate regularly with the schools and seek information from the method that works best for their family.
  - Before, during, and after school clubs & activities vary from school to school. Opportunities for student engagement include: Student Council, Future Problem Solvers, Athletics, Robotics, Destination Imagination, Battle of the Books, Chess Club, Entrepreneur Fair, College & Career Leadership Academy, Field Day, Science Fair, STEAM, Bemis Talented in Art Program, Science Challenge, History Day, Geography Bee, Volunteer & Service Learning projects, and clubs focusing on the arts, athletics, engineering, and academics.
  - District 11 has a Career & Counseling department which supports schools and individual students with college and career plans. There is at least one staff member at each middle and high school who is a designated contact.
  - District 11 has a Volunteer Serviced department which supports volunteer recruitment & screening as well as assignments for student, parent, & community volunteers.
  - Parental involvement with the external organizations and/or conferences such as the Pikes Peak Association of Gifted Students, CAGT Parent Night, & Beyond Giftedness, are advertised and encouraged. (PPAGS is an affiliate of CAGT (Colo. Assoc. for Gifted & Talented). Activities are advertised through the GT Facebook page, Twitter, the GT website, and at schools.
  - Parents, families, and students are invited to Back to School Nights, Family Nights, informational meetings, student presentations, and in-class activities. The frequency of these parent/student engagement opportunities vary from school to school.
  - The D11 GT Student and Family Guide provides detailed information regarding the entire Gifted & Talented Program in District 11. (Information includes the vision, mission, philosophy, definition of giftedness, nomination and identification rules & procedures, assessments, support for special populations (SPED, 504, ELL, etc.), Early Access, Advanced Learning Plans, Talent Pool students, the GT Review process, post-secondary options, ICAP, programming and instruction opportunities provided by District 11, clubs & activities, evaluation & accountability, communication, personnel, reports, record keeping, procedures for disagreements, monitoring, links to resources, the GT Advisory Committee, board policies, reference to ECEA rules, gifted magnet programs, charter schools, etc.)

#### District 11 Gifted & Talented Advisory Committee (GTAC) - quarterly meetings:

- Roles - Communication liaison to schools & families; Provides advice to GT Facilitator; Provides input on documents & guidelines for the GT program in D11; Represents varied parent groups and schools in D11; Shares personal connections, community activities, websites, programs, etc. that might be of interest to our gifted students & schools; Serves as a positive advocate for the Gifted & Talented program in D11
- GTAC members are volunteers who have agreed to serve on the committee. Meetings are held at least once per quarter.



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- GTAC meeting agenda items include but are not limited to information about the District 11 procedures for gifted education as they relate to CDE rules & guidelines, District programs & activities, District GT needs, committee input & collaboration on GT forms.
  - District 11 publishes brochures that are free and readily available to the district and school communities. The brochures contain specific details regarding the district high schools, HS programming, coursework, concurrent enrollment, AP & IB, career & technical education, clubs and activities, and alternative schooling options.

Future steps to improve procedures for parent, family, and student engagement and communication include providing more parent-friendly learning opportunities and communication throughout the school year. District 11 GT will also continue to refine and improve the process of revision and translation capability of gifted education program documents including parent and staff handbooks, identification information, and the Early Access plan.

## Definition of “Gifted Student”

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District 11’s definition for gifted students is the same as the state’s definition, and this will guide the gifted program. This definition serves as the basis for the implementation of all other program plan elements.

"Gifted and talented children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services.

Gifted students include gifted students with disabilities (i.e. Twice Exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude (reading, writing, math, science, social studies, world languages)
- Specific talent aptitude (Visual arts, performing arts, musical abilities, dance, psychomotor abilities, creative or productive thinking, leadership abilities)

## Identification Procedures, Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool, and Identification Portability

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All students in District 11 have the opportunity to be considered for gifted potential. This includes all ages, race & ethnic groups, SPED, 504, ELL, and students eligible for free & reduced meals. A concerted effort is made by the district GT office, gifted resource teachers, school administration, and D11 staff to identify characteristics of gifted potential in all areas of identification and nominate those students for a gifted review. Data digs, PLCs, classroom performance, student work, parent and student conversations, newspaper articles, news reports, local/state/national rankings, and teacher intuition all play a part in the pre-identification process. All 2nd graders in the district are given the Cognitive Abilities Test as a universal screener. Gifted preschoolers can be nominated and their parents/guardians can apply for an Early Access review for their child.

The gifted review process is as follows:

1. The nomination of a student is presented to the building gifted resource teacher (GRT). Anyone can nominate a student for gifted review.
2. GT Tier 1 data and narrative evidence of why this student was nominated and what appears to be the area of strength is documented in Alpine.



3. The GRT (who has been trained in the identification process) notifies parents and begins collecting a body of evidence and attaching/documenting this information in the GT Tier 2 form in Alpine. Body of evidence can be a collection of normed referenced assessment, cognitive, and/or observation scale scores, student work, photos, videos, certificates, awards, narratives, etc.
4. A collaboration meeting is arranged to review the data and discuss the next steps that would be most beneficial to support this student's strength area. At minimum, the meeting attendees include the GRT or designee who has been trained in the identification process, a parent/guardian, and the classroom or content teacher. The student is invited when applicable and appropriate. Other attendees who could provide additional information and/or insight to this child's strength areas can be invited to the meeting by parents and/or staff. The body of evidence is reviewed and next steps are determined. During the meeting, a decision of next steps is documented in Alpine and this occurs within 30 days of the initial Gifted Review data collection.
5. Next steps may include a need for additional assessment data and or observation scale surveys. This need is documented in the Gifted Review plan and the data is entered into the plan after scores are received. Score results are communicated with all of the GT Review team members and additional meetings are called and documented as necessary. Programming and/or interventions are determined.
6. District 11 follows section 12 of the Exceptional Children's Educational Act (ECEA) rules for identification in order to comply with CDE guidelines and portability requirements. (See diagrams below.)
7. Students who don't have enough qualifying evidence and/or score in the 85<sup>th</sup>ile or higher on a normed reference assessment/observation scale and/or have portfolio evidence that indicates gifted potential are brought before the Gifted Review Team (which includes parents and a staff member trained in the gifted identification process) and are classified at Tier 2 Gifted Potential-Talent Pool/Enrichment. This means that they are noted in our system, fall under the gifted & talented umbrella to watch, and are monitored through PLCs and/or appropriate interventions/enrichment opportunities.
8. Transfer students who were identified in another district and/or received high-level and/or individualized programming/accommodations as a result of their strength are brought before the Gifted Review Team (which includes parents and a staff member trained in the gifted identification process) as soon as District 11 staff is made aware of their gifted potential. Schools will make every effort of provide programming as close to what they had at their previous school. Transfer identifications are accepted only if the body of evidence supports the District 11 criteria for gifted identification. Tier 2 Gifted Potential-Talent Pool/Enrichment notations occur only when the body of evidence supports gifted potential.
9. Parents and gifted resource teachers sign a copy of the Gifted Review Team meeting documentation which includes the decision made during the meeting. A copy of the document is placed in the student's cumulative file at the school. Parent's also receive a 1 page letter from the Gifted & Talented District office specifying the gifted determination, the gifted identification (if any), Tier 2 Gifted Potential-Talent Pool/Enrichment status (if applicable), and/or indicating that the student does not meet Tier 2 Gifted Potential-Talent Pool/Enrichment or Gifted identification criteria at this time.
10. Students can have multiple identifications, Tier 2 Gifted Potential-Talent Pool/Enrichment notations, and/or any combination of the two.
11. Nominations can occur anytime throughout a student's school career - Kindergarten-12<sup>th</sup> grade. Nominations can be initiated by anyone who sees gifted potential in a student.
12. Student databases used in District 11 (Q and Alpine) allow teachers and/or buildings to create a list of identified and Tier 2 Gifted Potential-Talent Pool/Enrichment students by grade and/or identification area(s). Teachers can also view prior data and plans.



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Paperwork for gifted nominations, Gifted Review, Gifted Identifications, and/or ALPs are placed in a student's cumulative file, are part of their educational records, and follow the student from school to school.

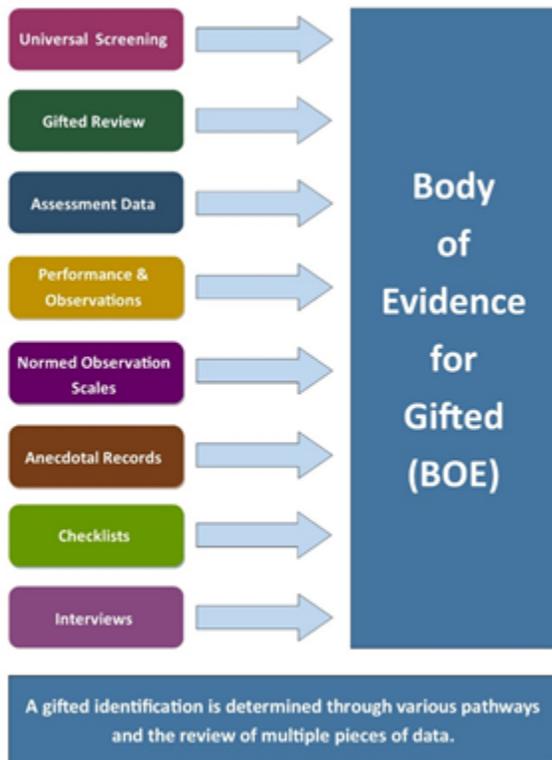
Students transferring into District 11 from another state with a gifted identification and/or ALP: A Gifted Review Team will review the criteria by which the previous identification was made or review the ALP within 45 school days of enrollment or notification that student had received previous gifted services. If the body of evidence is incomplete, communication with the former district, parents, and or student will occur. Transfer gifted identifications from other states may not be honored if data does not support Colorado criteria for a gifted identification as described in ECEA rules. The Gifted Review Team may determine the need for reevaluation. Communication with parents/guardians will occur within 60 school days. District 11 honors the Military Interstate Children's Compact Agreement. Cognitive assessments most commonly used in District 11 include the Cognitive Abilities Test (CogAT 7 & 8), Kaufman Brief Intelligence Test (KBIT-2), Test of Mathematical Abilities for Gifted Students (TOMAGS), Wechsler Intelligence Scale for Children (WISC-V), and Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III)

Normed referenced achievement scores most commonly used in District 11 include SAT, PSAT, CMAS, PARCC, Galileo K-12, Iowa Test of Basic Skills (ITBS), NWEA, STAR, Scantron, Accu-Placer, Test of Early Mathematical Ability (TEMA), Test of Early Reading Ability (TERA-3), Test of Early Written Language (TEWL), Wechsler Individual Achievement Test (WIAT), Musical Abilities Profile (MAP).

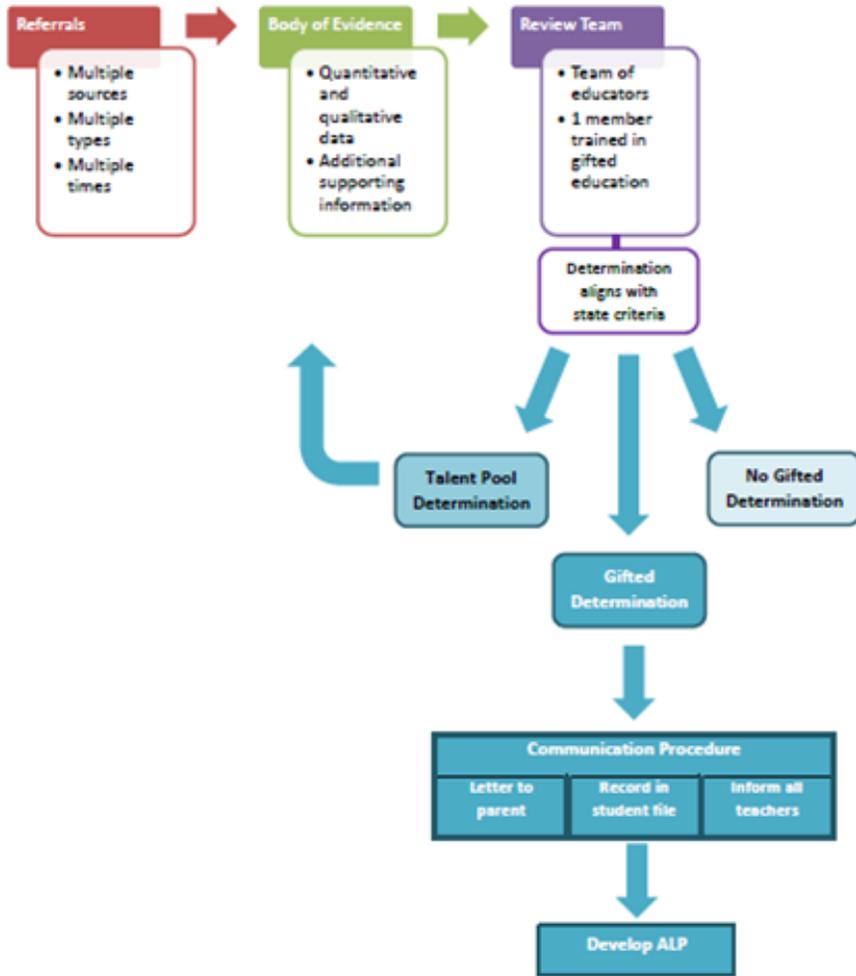
Normed reference Observation/Behavior scales include Gifted Evaluation Scales (GES), Gifted Rating Scales (GRS), & Scales for Identifying Gifted Students (SIGS).

The Torrance Test of Creative Thinking (TTCT) is the normed reference creativity assessment used in District 11.

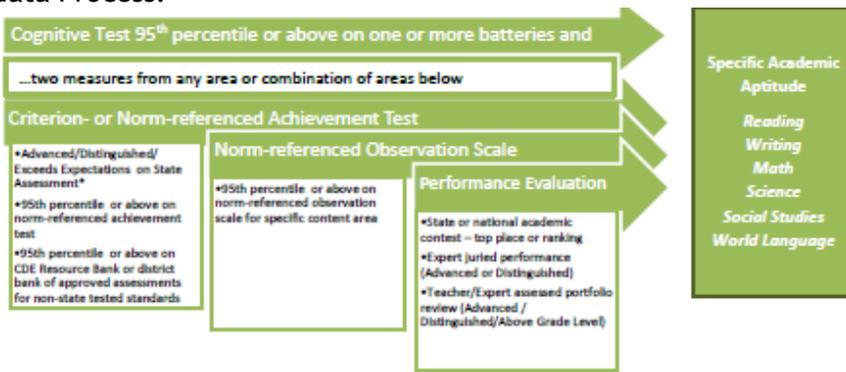
Body of Evidence Visual:



Colorado Department of Education Model - Referral to Identification:

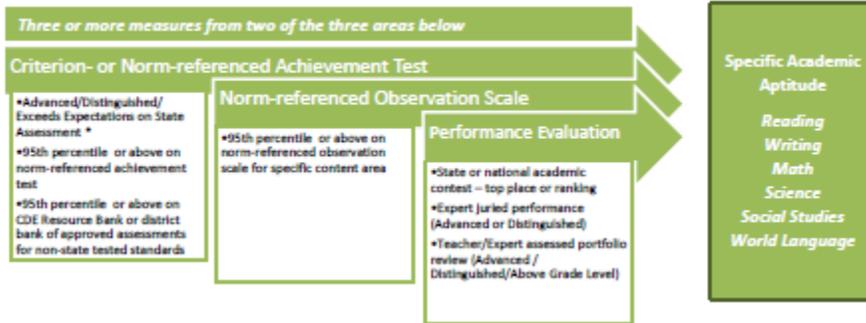


Colorado Department of Education Model - Specific Academic Aptitude Identification with cognitive data Process:

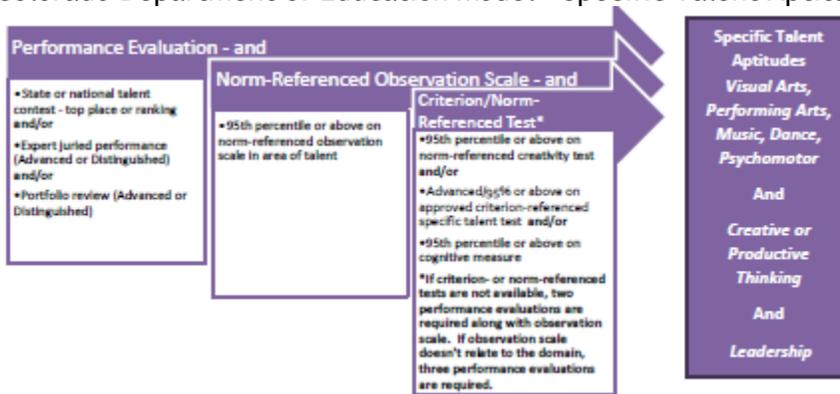




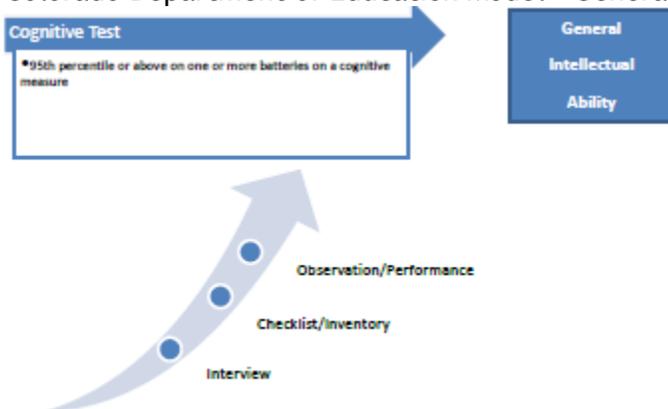
### Colorado Department of Education Model - Specific Academic Aptitude Identification without cognitive data Process:



### Colorado Department of Education Model - Specific Talent Aptitude Identification Process:



### Colorado Department of Education Model - General Intellectual Ability Identification Process:





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**TARGETS:**

Refine identification procedures for the areas of Specific Talent Aptitude (Visual Arts, Performing Arts, Music, Dance, Psychomotor, Creative or Productive Thinking, and Leadership)  
Expand the identification process to address current disparities among disaggregated groups (students eligible for free & reduced meals, ELL, Twice Exceptional, etc.) Explore assessments that are more sensitive to these populations.

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## Advanced Learning Plan Content, Procedures and Responsibilities

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**ALP Content:**

Advanced learning plans in District 11 include:

Areas of Identified Giftedness & date of identification

Demographic information including race/ethnicity, gender, ELL, SPED, and 504

ALP team members which includes the student, the GRT, the parent/guardian, classroom teachers and additional support staff as needed.

Documentation of quarterly parental engagement, participation, and progress monitoring of student goals

Academic assessment data, progress monitoring reports, and comments

Student and/or parent input of giftedness & growth, interests & activities, personal & social skills, post graduation and college plans, and student input of their academic & affective goals.

Students and/or teachers can document specific programming options they receive (AP, IB, College, Concurrent Enrollment, Online, Mentorships, etc.)

D11 staff support the academic and affective goal setting process through conversation and attaching the student's goal in their area of strength or interest to an academic standard.

Students can document when they have achieved their goals

Artifacts and/or documents can be attached to the ALP at any time

The GRT Comment & Plan status section

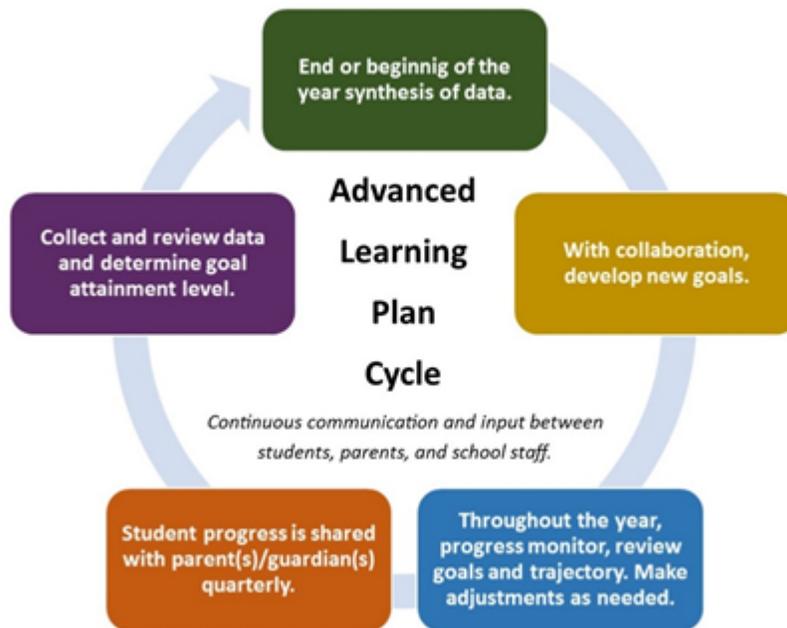
Parent approval, participation, and signatures - Parents can sign electronically, in writing, and or through documented conversation.

**ALP Procedures:**

Advanced learning plans (ALP) are written and reviewed annually for every formally identified student K-12 in District 11. Students, D11 staff, and parents/guardians work in collaboration for plan development and monitoring. Each plan contains two standards-aligned SMART goals using the Colorado Academic Standards. At least one academic goal that is written according to the student's area of strength and/or interest and at least one standards-aligned affective (social-emotional) goal based upon the student's affective strength or weakness using the National Association for Gifted Children affective standards. Middle & High Schools have the option to merge a student's ALP with their required Individual Career and Academic Plan (ICAP). The ALP process begins with student interest and goal ideas each fall. Some goals are established at the end of the school year in order to begin work during the summer or right away in the fall. The first parent involvement occurs within the first quarter. Goals are established or reviewed and documented by the student, parent, and teacher by the fall parent/teacher conferences. Documented progress monitoring occurs during the second and third quarters and the goals are adjusted as necessary. During the fourth quarter, students, teachers, and/or parents communicate goal progress & completion as well as brainstorm ideas or establish future goals. The ALP is a working document with the opportunity for students, parents, and/or teachers to include comments, updates, and goal adjustments at any time.

Advanced Learning Plans are stored and archived in the Alpine system and can be printed, saved, and/or shared with students, parents, and/or applicable staff at any time. Current and past plans

developed in District 11 can be viewed. A current copy of the signed ALP with goals is printed & placed in the student's cumulative file at the school.



Future steps to improve ALPs include the creation of a web application where students and/or parents can easily view and add progress monitoring documentation electronically to the ALP. Refine the ALP transition process when students move to the next schooling level.

## Programming

District 11 has a wide variety of tiered programming options. There are public & charter school magnet programs. Teachers of the gifted may use instructional materials, resources, and strategies designed for gifted & high achieving students, project-based learning, independent study, differentiation strategies, push-in, pull-out, acceleration, curriculum compacting to meet individual needs. Concurrent enrollment, dual enrollment, college classes, honors classes, Advanced Placement, & International Baccalaureate classes are available at the secondary level.

### Tiers of Gifted & Talented Programming

#### GT Tier 3 - Gifted Identification with individualized and/or intensive intervention

The Tier 3 gifted program offers formally identified gifted students a highly challenging and sometimes individualized instructional program. Students receive an ALP with specific, measurable, attainable, and monitored learning goals. Formally identified students receive differentiation in the depth, breadth, and pace of instruction designed to meet the needs of advanced learners with a strong emphasis on higher level thinking skills. Adaptations are made to the curriculum when necessary in order to provide an appropriate level of challenge for gifted learners with a strong emphasis on critical and creative thinking, problem solving, and decision-making. Teachers develop and implement units of study that lead to a deeper understanding of concepts, themes, and issues and their interrelationships. Students pursue independent investigations and ongoing research. They have ongoing opportunities for reflection and self-assessment that develop an understanding of the



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characteristic, demands, and responsibilities of advanced intellectual development. The number of students requiring intensive intervention in given populations ranges between 1-5%.

### GT Tier 2 Talent Pool/Enrichment

Students who show promise in academic & talent areas require strategic interventions to maximize their intellectual and/or talent potential. GT Tier 2 Talent Pool/Enrichment varies from school to school. Students may be supported through pull-out, push-in, and/or core instruction.

### Tier 1 - Differentiation of Core Curriculum in the Classroom

Quality teaching, for every child every day, is the single most important factor in a child's success in school. Gifted and high-ability learners may have academic, intellectual, and talent needs that can be met in the regular classroom through quality, rigorous instruction, and a differentiated curriculum. Classroom teachers &/or interventionists provide various strategies to meet the needs of their gifted & high-ability students including but not limited to small groups, flexible groups, curriculum compacting and/or acceleration, and inquiry units and activities.

Individual school Response to Intervention (RtI) teams, Gifted Review Teams, grade level teams, academic counselors, teachers, etc. monitor students who are underachieving. Problem solving, intervention, support, progress monitoring, and communication occur within the teams, with parents/guardians, and with students.

Future steps to improve programming opportunities include providing targeted professional development so all teachers in every building have to capacity to identify gifted characteristics and support the instructional and/or talent needs of gifted & high achieving learners.

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## Evaluation and Accountability Procedures

District 11 uses Galileo K12, CMAS, PARCC, PSAT, & SAT to monitor disaggregated student achievement data. PARCC assessment data is used to set district achievement goals specific to gifted data and is represented on the Unified Improvement Plan Addendum for Gifted & Talented. The Gifted & Talented Addendum is created in collaboration with gifted resource teachers, GT Advisory Committee members, and administrators. It is presented the District UIP at a school board meeting, published on the CDE website, shared at a GT Advisory Committee meeting and with gifted resource teachers. A district wide opinion survey of the gifted & talented program was given in the spring of 2016 to parents, students, gifted resource teachers, and school administrators. The survey questions were created in collaboration with gifted resource teachers, GT Advisory Committee members, and administrators. Question topics included feelings about the overall GT program, individual growth, instruction, and whether or not a student feels that their needs are being met. The results of these surveys will be used to evaluate, maintain, and/or improve current instruction, programming, practices and/or procedures. Survey results are posted on the D11 GT website, shared with D11 staff, shared with the GT Advisory Committee, and are available to anyone upon request. Periodic short surveys will allow for progress monitoring. The complete survey will be given to parents, students, gifted resource teachers, and school administrators again during the 2019-2020 school year. Future steps to develop or improve this area include implementing a process so that GRTs and classroom teachers can monitor student growth on standards-aligned ALP goals and adjust instructional strategies and interventions based on student data.



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## Personnel

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Colorado Springs School District 11 employs a full-time Gifted Education Facilitator who establishes, oversees, and supports gifted programming and initiatives throughout the district. The district also employs a full-time administrative assistant who supports the work of the Gifted Education Facilitator and gifted teachers. Gifted Resource Teachers (GRT) are assigned to every building with full-time equivalent (FTE) ranging from 0.2 to full-time (1.0). District 11 does not use paraprofessionals for gifted instruction. Personnel instructing gifted students meet ESSA requirements. Gifted Resource Teachers conduct gifted screenings and are responsible for Advanced Learning Plan coordination, development, and monitoring. Some facilitate professional development training for staff and provide social-emotional activities and support for gifted students and parents. Gifted Resource Teachers meet on a regular basis for professional development. The Gifted & Talented department has created partnerships with building Administrators, Instructional Facilitators, the Multilingual Facilitator, the Special Education Department, Volunteer Services, and the College & Career/Counseling Department. The GT Facilitator, the GT Administrative Assistant, and ninety percent or more of the GRTs have a Gifted Education endorsement on their Colorado Teaching license. Professional development opportunities occur throughout the school year and during the summer. Examples of PD: Standards Aligned ALP Workshop, Successful Differentiated Instructional Strategies for Gifted Learners, Social Emotional Needs of Gifted Learners, Special Populations in Gifted Education, Twice Exceptional Levels 1 & 2, Javits courses offered through CDE, GT 101, GT Commonly Used Assessment Measures Training, New GRT Training, Depth & Complexity, the Gifted Review Process, eTips, Gifted Education Tuesdays, local/state/national conferences such as CAGT & SENG, etc. Professional Development is offered as needs and/or interests arise.

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## Budget

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District 11 contributes significant funding to support the gifted program. The budget includes funding for the Gifted Education Facilitator, Gifted Resource Teachers, Gifted Magnet Program Teachers, professional development, travel, registrations, materials, and equipment used for instruction. Future steps to develop or improve in this area is to improve collaboration surrounding the budget.

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## Reports

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All district reports are submitted in a timely manner. The UIP Gifted Education Addendum is complete and on file as required. The Colorado Department of Education's gifted education data management system documents have been submitted for review. A copy of the Gifted Education Program Plan signed by the Superintendent is on file in the D11 Gifted and Talented Administration Office. Information on how to access the D11 Gifted Education Program Plan is available on the district website, in the Student & Family Guide, or by contacting the D11 GT Administration Office. Future steps to develop or improve on this area is to organize better collaboration surrounding reports.

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## Record Keeping

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District 11 uses the Alpine Achievement System for student record storage, which includes the Advanced Learning Plans. Signed, hard copies of ALPs are kept in the student cumulative folders. Student records are secured, maintained, held, and/or destroyed according to current district



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guidelines and policy, state law, and FERPA regulations governing the protection of personally identifiable information and the privacy interest of students. The district budget is readily available, transparent, and includes information related to gifted allocations and expenditures. Gifted & Talented inventory is tracked and updated yearly and stored in the District GT office. Future steps to develop or improve on this area is to establish a unified system of assurance that copies of ALPs are in student cumulative files. We also need to establish and maintain an electronic inventory system.

## Procedures for Disagreements

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In the event there is a disagreement with a decision regarding gifted identification, programming, or Early Access, please follow the following procedures:

Step 1: Try to resolve the issue with the classroom teacher, Gifted Resource Teacher, or Early Access Committee. If no resolution can be made, a formal appeals process may be initiated in writing by parents or staff, addressing the specific reasons for the appeal.

Step 2: The appellant will meet with building Gifted Review Team or Early Access Committee to review data relative to the decision. Appellants or members of the committee may introduce new information, clarify inaccuracies, review decisions, and determine a future course of action at this time. If no resolution can be made, the appellant will meet with the District Gifted & Talented Facilitator.

Step 3: A written appeal that includes any additional information may be submitted to the District's Gifted & Talented Facilitator to review the decision. If necessary, the GT Facilitator will collaborate with appropriate district administration and the Deputy Superintendent of Instruction to review the appeal. The appellant will be notified in writing of the administrative decision. If no resolution can be made at this level, the appellant may contact the Superintendent.

Step 4: In the event the appellant feels there is additional information that may change the decision, they may request the Board of Education to review the decision by writing to the Superintendent. The Superintendent, Executive Cabinet, and/or Board of Education will review the appeal, consult with necessary parties, and make a final determination.

A dispute resolution process with the chain of command appeals process is in place and can be found in School Board Policy IHBB, on the district website, in the Student and Parent Guidebook, or in hard copy.

Future steps to develop or improve on this area is to make this process more accessible to parents. (per May 2016 D11 GT Survey results)

## Monitoring

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District 11 is in compliance with all applicable state and federal laws regarding monitoring of the Program plan, identification, and special education services for gifted students. The district UIP along with the Gifted Education Addendum, is updated and submitted annually and monitors enrollment and performance reports. District 11 has already implemented successful strategies, processes and procedures, and will continue to improve in area of "Identification Procedures, Criteria for Determining Exceptional Ability or Talent Pool, and Portability" which was noted as non-compliant in the May 2016 C-GER report.