



Administrative Unit

Administrative Unit name: Douglas Re 1, Castle Rock - 18010	Region: Metro	
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Name of Superintendent: Erin Kane (Interim)

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

General Communication

Communication to DCSD’s stakeholders is provided via multiple avenues and addresses all aspects of the district’s gifted programming continuum: areas of identification, identification process, service delivery models, programming options, achievement results in the district’s comprehensive data report, and contact information for each building/site. The Douglas County School District website clearly outlines the procedures for identification, parent communication and participation, describes the typical characteristics of gifted students, and provides links for parents to learn more about giftedness. There is an updated link to the contact information for a gifted education facilitator at each school site as well as contact information for the DCSD Gifted Education Coordinator, Gifted Education Team Leads, and Program Assistant. Each school provides parents resources and information regarding the gifted identification process through their websites and informational literature on an ongoing basis throughout the year. Our parent referral form for gifted identification, available on the DCSD website as well as linked to all school websites, includes a checklist of gifted characteristics for parents to complete during the identification process. All communication to families as well as the forms for referral and further information regarding gifted education is available in English, Spanish, Korean, and Mandarin. Additional translation and interpretation are available as needed on demand through the DCSD Communications Department and school based staff. Gifted Education Facilitators at each school or program site work closely with families and other school staff to provide translation and interpretation and translation as necessary. DCSD



facilitates evening parenting events, informational sessions, book studies, guest speakers, and SENG parenting groups throughout the year at regional locations to increase access. The DCSD website explains and advertises all opportunities for parents to be involved in their child's gifted programming. A monthly newsletter is sent from the Gifted Education Department to all parents in the District. In addition, parents are informed through the Advanced Learning Plan process and individual school processes and procedures. The Douglas County Gifted Education Advisory Council (DCGEAC), comprised of parent representatives from each feeder area and level (elementary and secondary), each Charter region, and district employees. The DCGEAC meets five times per school year and allows for parent involvement and advocacy.

Events and Engagement

Additional information about upcoming special events is posted on the "News-Information-Events" portion of the web-site, communicated to stakeholders weekly through the DCSD "THINK" newsletter, a quarterly newsletter to parents, and through school specific communication methods. Outreach occurs each fall and spring at formal information sessions open to any parent or student interested in gifted programming within our district. The structure for these information sessions vary by location and are targeted to the needs of the neighborhood and/or charter school community. Outreach is also provided through the Douglas County Affiliate chapter of CAGT, DCAGT and DCGEAC.

Informational meetings about DCSD's center based magnet program, The Discovery Program, are held each fall at the four elementary center based sites and are advertised through email blasts, website postings, and flyers at all elementary schools in the district. These sessions provide an overview of the program goals and process for submitting the application portfolio. Utilization of the Response to Intervention Framework provides another venue for communication. As building level Problem Solving Teams convene, parents, and students may be involved in the process of determining options to meet the needs of each student. Progress toward goals on the Advanced Learning Plan is communicated at regular progress monitoring intervals by school personnel and shared with parents at the school's regular progress reporting times. In addition, twice-a-year (fall and late spring) ALP conferences with students, teachers, staff, and parents provide an opportunity for communication regarding goal setting, progress, and programming needs.

Programming Communication

Programming options are explained to parents by the gifted education facilitator at each school after the identification process and during the creation of the advanced learning plan, including opportunities for post secondary (college and career) planning and concurrent enrollment opportunities. In addition, district-wide programming information is available via the "Gifted Education" link on the district website as well as through the gifted education facilitator and school specific websites at each school. Additional information specific to College and Career Readiness including high school planning, postsecondary planning and concurrent enrollment is provided through the ICAP process beginning in the first year of middle school. Links to further information are provided on the DCSD Website on the Gifted Education page.

Target/s:

- Communication procedures and venues will continue to be monitored and revised for needed adjustments and improvements.
- DCSD will investigate structures to assist in monitoring and adjusting communication consistency across the district (e.g., parent advisory, teacher leadership, collaborative groups).

Definition of "Gifted Student"

Definition:



Gifted students are those students between the ages of four 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. Gifted students include 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:

- General or Specific Intellectual Ability
- Specific Academic Aptitude: reading, writing, math, science, social studies and world languages
- Specific Talent Aptitude: visual arts, performing arts, music, dance, psychomotor, creative/productive thinking, and leadership

This definition serves as the basis for identification as a Gifted Learner in Douglas County School District. Comprehensive guidance outlines the process and procedures to identify students as gifted in each of the above areas. This guidance as well as the criteria for identification in each of these areas is outlined on the DCSD Gifted Education Webpage and shared with parents through regular communication at each school site. All guidance and criteria for identification is in alignment with CDE guidance and compliant with ECEA statute and rules.

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

Douglas County School District uses a dynamic, ongoing identification process with multiple criteria to build a body of evidence of qualitative and quantitative data for identification to include: cognitive assessment data, norm referenced achievement data, performance data, norm referenced observation scales, norm referenced parent observation scales, expert reviewed advanced/distinguished performance evaluations, and student survey data.

Referrals for Gifted Identification

Referrals for gifted identification are encouraged and accepted at any time from a variety of sources including parents, teachers, support staff, and students. The DCSD Referral Form for Gifted Identification is posted on the Gifted Education page of the DCSD website and on individual school websites. Professional development opportunities and informational sessions for staff and parents provide training on research based identification tools, evidence, indicators, and characteristics of gifted learners including typically underrepresented populations.

Universal Screening and Assessments

DCSD implements universal screening using the full Cognitive Abilities Test (CogAT) at the beginning (mid-August - September) of third grade and in the transition year between elementary and middle school. Parents may request or students may be referred for CogAT testing for students in grades 1, 2, 4, or 5 facilitated during this testing window. Staff is trained each year on the administration protocols for the CogAT as well as how to interpret and use CogAT results to inform appropriate programming beyond gifted identification. All assessments and observation scales are provided in a student's/parent's primary language where available. Assessments administered outside the district are also accepted as a component of the body of data (WISC-V, WPPSI, DAS-II, SB-V, NNAT). DCSD follows all ECEA Rules and CDE guidance regarding the criteria used for identification. This includes demonstration in the body of evidence of an advanced level on performance assessments and/or ninety-fifth percentile and above on standardized, norm-referenced assessments. Not



meeting criteria on a single assessment tool shall not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence.

Process

Each school in DCSD has a gifted education facilitator who has been trained in the identification process and participates in ongoing professional development opportunities to help ensure the fidelity of identification. Each school utilizes a problem solving team to collaborate in the gifted education identification process which includes, but is not limited to, the gifted education facilitator, classroom teachers, support staff, administrators, parent(s)/guardian(s), student, and any other key personnel. The body of evidence for identification includes input from each of these members. In addition, DCSD provides training for identification and programming for special populations including English Learners and students who may be Twice-Exceptional. The Directors of Personalized Learning, Gifted Education Coordinator, English Language Development Coordinator, and SPED Coordinators routinely collaborate to share research, best practices, resources, and create professional development opportunities for staff.

Determination

Within 30 days of a referral for gifted identification, all data in a body of evidence are reviewed and evaluated by the school based team and a determination is made and communicated to parents via formal letter to indicate one of the following: 1) the student has met CDE qualifications to indicate a need for gifted identification and programming, 2) the student does not meet CDE qualifications to indicate a need for gifted identification and programming at this time 3) additional data and/or assessments are necessary to make a determination or 4) the student will be given Talent Pool status in order to collect more evidence necessary for determination.

Formal communication with parents includes:

- Explanation of the identification process
- Explanation and summary of the Body of Evidence including all tools, assessments, results, responses, artifacts and data used in the Body of Evidence
- Explanation of determination and next steps
- Process for an appeal to the determination if applicable

If a student is identified as a gifted learner, the body of evidence for identification, identification summary, and official determination letter are uploaded and saved as part of the student's Advanced Learning Plan and cumulative record. All teachers and support staff serving the student are notified of the determination and the parent(s)/guardian(s) are notified through a formal letter and invited to participate in developing an Advanced Learning Plan for the child. The initial Advanced Learning Plan is developed in collaboration with parent(s)/guardian(s), teacher(s), gifted education facilitator, student, and other appropriate staff or service providers (e.g., special education provider, ESL Teacher).

Talent Pool

Gifted Education Facilitators at each school site maintain a talent pool for students who do not have qualifying criteria for gifted identification, but may need differentiation to meet their academic and/or social emotional needs. Using a Response to Intervention Framework, students are provided multiple opportunities to develop and demonstrate exceptionality in suspected area(s) of strength. Their performance, progress, and response to these interventions/opportunities are documented and monitored, shared with parents every 4-6 weeks and may be used in a body of evidence for gifted identification in the future.

Portability



Parents of each new student complete an enrollment form indicating if a child has been identified or assessed for gifted programming. Within the first 45 school days after enrollment, the Gifted Education facilitators at each school work with parents, the registrar, and personnel at the former school to secure a complete body of evidence, including a prior plan for programming/service delivery. Within the first 60 school days of enrollment an Advanced Learning Plan will be developed and implemented at the receiving school. If a full body of evidence cannot be secured from the prior school, the gifted education facilitator follows DCSD and CDE guidelines to create a body of evidence at the current school. The gifted education facilitator reviews the body of evidence and identification information in order to confirm identification and where applicable create an Advanced Learning Plan.

Targets:

- Provide, monitor and ensure equitable access to identification in all areas of giftedness for all student groups, including underrepresented populations, (e.g., economically disadvantaged, minorities)
- Increase identification in all areas of giftedness: general or specific intellectual ability, all areas of specific academic aptitude, creative thinking, leadership, visual, musical, or psychomotor abilities.
- Decrease the gap in identification in underrepresented populations (e.g., economically disadvantaged, minority groups)

District Resources

[DCSD Gifted Identification Body of Evidence](#)

[DCSD Gifted Identification Referral](#)

[DCSD Gifted Identification Process](#)

[DCSD Gifted Identification Flowchart](#)

[DCSD Gifted Education Records Retention and Portability](#)

Advanced Learning Plan Content, Procedures and Responsibilities

DCSD follows ECEA and CDE guidelines in the development implementation, and progress monitoring of Advanced Learning Plans.

Components of the Advanced learning Plan Include:

- Student profile described in a Body of Evidence
- Student interests
- Identified Strength Areas
- Annual standards-based achievement (SMART goal(s) aligned to strength area(s))
- Annual standards-based affective SMART goal
- Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available to match a student's strength area(s) and support the goals
- Progress reports toward goal attainment
- Personnel involved with ALP development
- Evidence of parent engagement and input into ALP

At the elementary level the Advanced Learning Plan is housed in the COALP tab in Infinite Campus. At the middle and high school level, Advanced Learning Plans are blended into the student's ICAP.

All of the Components of the ALP are housed in Naviance ALP Tasks and Infinite Campus through the GATE and COALP Tab, Course Schedules, Transcripts, and other uploaded documentation. As students age, their goals become more autonomous and aligned to college and career pathways. All GT



facilitators hold transition meeting between elementary to middle and middle to high school to discuss and determine programming and any support necessary during transition.

ALPs are written or revised within the first 45 days of initial gifted identification and thereafter during the first 30 days of each school year. Recommended programming options aligned to student need and available are explained to parents by the gifted education facilitator, including opportunities for post secondary (college and career) planning and concurrent enrollment. Goals are written to address each identified area of strength, inclusive of an affective goal. Goals are written in SMART format and are aligned to the DCSD World Class Outcomes which encompass the Colorado Academic Standards. Teachers, support staff, parents/guardians and students collaborate to create and revise the Advanced Learning Plans and monitor progress toward goals throughout the school year. Parents are notified of this progress at the school's regular progress monitoring timelines.

DCSD emphasizes that the Advanced Learning Plan Process is a collaborative process between teacher, parent, students, support staff and administrators as necessary. Plans should not be written in isolation.

Targets:

- Continue to monitor that all components of the ALP to include all identification data/student profile is uploaded into the COALP Template of the Advanced Learning Plan for all Identified Gifted Learners.
- Provide ongoing training and guidance to all personnel on how to write standards-based and measurable achievement and affective goals.
- Continue to explore and implement opportunities to ensure Advanced Learning Plans are meaningful and implemented at the elementary and secondary level.

DCSD Resources

[DCSD ALP Process](#)

[DCSD ALP Guidance](#)

DCSD emphasizes that the Advanced Learning Plan Process is a collaborative process between teacher, parent, students, support staff and administrators as necessary. Plans should not be written in isolation.

Tiered classroom instruction and supplemental programming is listed within the ALP. The plan outlines the universal, targeted, and intensive interventions necessary in and out of school to meet the academic and social/emotional needs of the students. Gifted education Facilitators Collaborate with classroom teachers and other support staff as necessary to implement all programming components of the Advanced Learning Plan.

Targets:

- Continue to monitor transition process and procedures in order to provide highly effective programming and guidance during transition years.
- Continue to provide professional development to increase the implementation of all programming outlined in the ALP to assist students in achieving standards-based goals consistently at all grade levels.

Programming

DCSD offers a variety of programming options to meet the needs a full spectrum of gifted learners. In alignment with the The National Association for Gifted Children (NAGC) guiding principles and programming standards, a continuum of programming services exist for gifted learners in DCSD. Each school is served by a gifted education facilitator who collaborates/ consults with classroom teachers



and other support staff to appropriately plan instruction and learning opportunities to meet the needs of gifted/ high potential learners. Using a Response to Intervention Framework in a Multi Tiered System of Supports, student teachers, support staff, administrators as necessary, collaborate with students and parents to make programming decisions. The gifted education facilitator may also provide direct instruction to gifted learners in and out of the classroom setting, as determined by student need. The Advanced Learning Plan outlines the programming necessary to meet the academic and social emotional goals aligned to students' strength areas(s) and areas of interest. Current data is used to determine goals and progress monitor students' progress toward achieving those goals.

Gifted Programming is designed to meet the academic, social/ emotional, and behavioral needs of students identified with advanced learning needs. Teachers and support staff differentiate learning opportunities to meet these needs. Each school site provides for gifted learners through the implementation of some or all of the following strategies:

- Differentiated instruction
- Curriculum compacting
- Content acceleration
- Grade level/content acceleration
- Mentorships
- Tiered assignments
- Cluster grouping
- Flexible grouping
- Independent study
- Project-based learning
- Leadership opportunities
- Advanced level courses

In addition, The Discovery Program is a self-contained, center based program for highly gifted learners located regionally at four elementary school sites in Douglas County. The program is intended for those students who require intensity of instruction and acceleration beyond what can reasonably be expected from the regular school gifted programming.

Douglas County offers a continuum of programming options for gifted/high potential learners based on a student's areas of strength and learning needs. Students utilize higher-level thinking through interdisciplinary units and content-specific academic units. Advanced, honors, Advanced-Placement, International Baccalaureate and Dual Enrollment Courses are offered in many areas to meet the needs of our high/potential gifted learners. In addition to academic programming options, all students create a personalized pathway to ensure post secondary readiness through the Individual Career and Academic Plan (ICAP) process. Staff at all levels collaborate using a body of evidence to inform placement decisions as students transition from elementary to middle school.

In addition to advanced courses, student needs may be addressed through a variety of instructional practices which include:

- World class instruction (Best practices)
- Affective guidance
- Differentiated curriculum, instruction, & assessment
- Flexible pacing & grouping
- Goal setting for college planning
- Pre-assessment & compacting
- Depth & complexity of content
- Access to enrichment opportunities
- Concurrent enrollment



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- Early college and Career Planning

Targets:

- Increase and improve the opportunities for gifted learners at the secondary level to align with early college and career planning and post secondary readiness.
- Continue to provide professional development to all general education teachers and support staff to increase their understanding of gifted learners and effectiveness in implementing high quality instruction and learning opportunities to meet their needs.

Evaluation and Accountability Procedures

The Gifted Education Coordinator and Director of Personalized Learning, Educational Programming collaborate with the district Unified Improvement Plan team to include goals, strategies and monitoring tools for gifted education in the DCSD District Unified Improvement Plan. As a part of the unified improvement process, district growth and achievement data is disaggregated and analyzed at the district and school levels. Teachers also disaggregate this data as part of their evaluation process. The Unified Improvement Plan, Department Plan and Gifted Education Program Plan are published on the district website and shared with the District Accountability Committee (DCA) and each school's Accountability Committee (SAC) for feedback before final submission. In addition all stakeholders are surveyed once per year regarding gifted education programming in DCSD. The results of this survey are shared at the DCGEAC meetings. DCGEAC representatives also provide regular opportunities for parents to provide feedback and suggestions. Each year the department presents its goals and continuous improvement plan at a Board of Education meeting and to the District Accountability Committee.

Targets:

- Develop and implement processes that include classroom teachers, parents, and students to monitor, support and reflect on academic and affective goals.
- Continue to partner with Directors of Schools and other district leadership to increase accountability for all components of the DCSD Gifted Education Program Plan.

Personnel

DCSD employs a Director of Personalized learning responsible for management of the Gifted Education Program Plan. In collaboration with the Gifted Education Coordinator, Gifted Education Team Leads, Gifted Education Feeder Leads, and other key district and school staff, the Director plans, develops, coordinates, and monitors gifted programming. The Director works to improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students and provides opportunities to the extent possible to increase the number of qualified personnel providing instruction to gifted students. The Director oversees the financial management of the gifted program and communicates district-wide gifted programming concerns to Central District Administration, principals, parents and community as appropriate. In addition DCSD employs a full time Coordinator for Gifted Education. As a collaborative member of the Personalized Learning team, the Gifted Education Coordinator provides facilitation and leadership in programming for gifted learners. He/she is responsible for leadership resulting in implementation of gifted programming including identification, assessment, programming models (neighborhood schools programming and the Discovery Program), and development/ implementation of Advanced Learning Plans. He/she assists to ensure compliance with local, state and federal statutes and regulations, and develops and promotes good community relationships among all stakeholders. This position is funded half by the CDE Grant and half by district funds.



DCSD also employs two full time Gifted Education Team Leads who collaborate with the DCSD Gifted Education Coordinator and Personalized Learning Director to Support teachers with programming related to identifying, planning for, and serving Gifted/advanced learners. This includes but is not limited to:

- Identify team needs and building supports related to gifted education
- Identify and coordinate specific professional development needs of individual team members, building teams, and/or district
- Communicate and facilitate district initiatives and develop and coordinate plans for implementation as related to gifted education
- Collaborate with personalized learning team to identify system needs to meet the unique needs of all learners
- Facilitate and coordinate multidisciplinary team approaches and problem solving to meet the unique needs of gifted/high potential learners
- Assist with identifying and planning for needs/resources
- Implement processes and monitor fidelity of implementation of service delivery model pertinent to gifted education, to ensure all student needs are appropriately identified and programming services are provided as outlined through the AU Gifted Education Program Plan

Direct and Indirect gifted programming services are delivered by certified staff members including gifted education facilitators, intervention specialists, school psychologists, social workers, counselors, and classroom teachers. All teachers providing full time direct services to students are highly qualified licensed teachers and staff members. Discovery Program Teachers are required to have, or be in the process of obtaining an endorsement or Master's degree in gifted education. DCSD provides ongoing professional learning opportunities for teachers, staff and administrators to increase understanding and efficacy in the identification of, planning for, and serving gifted learners and their families. Gifted Education facilitators meet for trainings once a month, Discovery Program teachers meet for training once per quarter, and the gifted education facilitator, gifted education coordinator, gifted education team leads and director offer learning opportunities through on site professional development during and after school for staff and administrators. In addition gifted education funds support attendance at conferences and other learning opportunities outside of the district.

Targets:

- Increase funding to support a .5 endorsed Gifted Education Facilitator at each school
- Continue to support the effectiveness of Discovery Program teachers in meeting the academic and social emotional needs of gifted learners
- Continue to support and create professional development opportunities for Center Based Discovery Program Teachers
- Increase our partnerships with universities to meet the needs of gifted/high potential students and support teachers in their professional development.

Budget

DCSD demonstrates financial support for gifted education in a variety of ways: teacher salaries, professional development, supplementary materials, required assessments for identification, and programming options for gifted learners. The budget components are determined collaboratively with input from the district's Chief Financial Officer, Assistant Superintendent for Secondary Education, Chief Academic Officer, directors, and site leaders. The components are shared with the Douglas County Gifted Education Advisory Council of directors prior to final submission.

Targets:



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- DCSD will continue to seek input from stakeholders regarding priorities for district and state funding.
 - DCSD will consider data collected through on-going program evaluation when developing the budget.

Reports

The Douglas County School District Unified Improvement Plan has an annually updated Addendum specific to Gifted Education. In addition, gifted education and programming is addressed throughout the plan as DCSD believes gifted education is an integral part of its comprehensive educational framework.

Budget

Douglas County School District's Gifted Education Budget is on file at the Department of Education. This budget is shared annually at a DCSD Board of Education Meeting and Douglas County Gifted Education Advisory Council Meetings.

Demographic Reports

DCSD maintains accurate records through the CDE Data Pipeline System to include the number and percent of students identified for gifted programming by:

- gender and ethnicity
- eligibility for free and reduced lunch
- areas of giftedness
- Twice Exceptionality
- gifted English Learners
- Students placed through Early Access

These records and data are shared quarterly at gifted education facilitator meetings, and annually at Board of Educations Meetings, District and School Accountability Meetings, and DCSD Gifted Education Advisory Council Meetings. This data is also shared through documents available on the DCSD Website.

Qualified Personnel

The Gifted Education Department is part of the Personalized Learning Department in Douglas County School District. DCSD supports a full time Personalized Learning Director, Gifted Education Coordinator, two Gifted Education Team Leads, and an administrative assistant who collaborate to meet the needs of the gifted learners in DCSD.

Record Keeping

All Douglas County Gifted Education financial records are kept in accordance with principles of governmental accounting. Inventories are kept for all equipment and services purchased with non discretionary gifted funding. Advanced Learning plans are maintained in Infinite Campus and Naviance. In the case that a student moves out of Douglas County School District, a copy of the Advanced Learning Plan is printed and placed in the student cumulative file.

The DCSD Gifted Education department follows all rules in the Family Educational Rights and Privacy Act (FERPA) and DCSD Board policy regarding student records. In addition, a copy of the Family Educational Rights and Privacy Act and the Board policy on student records should be on file in the office of each building principal and of each individual who carries out procedures relative to the act or policy.



Procedures for Disagreements

The following procedure for resolving disagreements with Douglas County School District may be found on the DCSD Gifted Education webpage on the DCSD Website.

It is the intent of the Douglas County School District to resolve questions and concerns at the level in which they occurred. All questions and concerns regarding Gifted identification and programming should be brought first to the Gifted Education Facilitator at your child's school. Students are encouraged to talk with the Gifted Education Facilitator to address any questions, issues, or concerns. In addition, Parents/guardians are invited to collaborate with the the Gifted Education Facilitator to assist with advocacy. The Gifted Education Facilitator at the school will work with parents and students to resolve any questions, issues, or concerns by students or parents/guardians. If the student and/or parents/guardians are not satisfied with the response by the Gifted Education Facilitator, they should then contact the building principal and/or administrative team. Through collaboration with the student, parents/guardians, and teacher, the school administrator(s) will work to resolve the questions, issues, or concerns.

If the student and/or parents/guardians are not satisfied with the resolution at the building level, they may contact the Douglas County District Gifted Education Coordinator. The Gifted Education Coordinator will work with all parties to seek a satisfactory resolution.

If the student and/or parents/guardians are not satisfied with the resolution by the Gifted Education Coordinator, they may appeal in writing to the Director of Personalized Learning overseeing their child's school. The appropriate director will review the process and evidence and respond in writing to the parent/guardian within 10 school days.

If the student and/or parents/guardians are not satisfied with the resolution from the Director of Personalized Learning, they may appeal in writing to the Chief Student Advocacy Officer. The Chief Student Advocacy Officer will review the process and evidence and respond in writing within 10 school days of receiving the letter of appeal.

If the student or parents/guardians are not satisfied with the resolution from the Chief Student Advocacy Officer, they may appeal in writing to the Superintendent within 10 school days after receiving the Chief Student Advocacy Officer response. The superintendent will review the process and evidence and respond in writing to the student and/or parents/guardians within 10 school days of receiving the letter of appeal. The Superintendent's decision is final.

Monitoring

DCSD complies with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students

Douglas County School District monitors annual and comprehensive plans through the UIP process and internal self evaluation and audits. The Gifted Education Coordinator, Director of Personalized Learning (Educational Programming) monitor enrollment, identification, and and performance reports. DCSD made a good faith effort to prepare for and participate in the Colorado Gifted Education Review and continues to address and meet priority improvement timeline goals and action steps.