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## **INTERNATIONAL BACCALAUREATE OFFICE**

OUR ACTIONS WILL IGNITE THE GENIUS AND NURTURE THE GOODNESS WITHIN US ALL

### **SPECIAL EDUCATIONAL NEEDS/INCLUSIVE EDUCATION POLICY**

#### **Alignment to Programme Standards and Practices**

Standard A.4 → The school develops and promotes international-mindedness and all attributes of the learner profile across the school community.

Standard A.9 → The school supports access for students to the IB programme(s) and philosophy.

Standard B1.5 → The school develops and implements policies and procedures that support the programme(s).

Standard B2.8 → The school provides support for its students with learning and/or special educational needs and support for their teachers.

Standard C1.6 → Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

Standard C2.8 → The written curriculum provides opportunities for reflection on human commonality, diversity, and multiple perspectives.

Standard C3.10 → Teaching and learning differentiates instruction to meet students' learning needs and styles.

#### **Method of Communication**

All policies available to the community and staff on the Cherokee Trail Website. Staff are allowed editing privileges via Google docs and encouraged to revisit policies yearly.

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Kris Atkin, DP Assistant

### **Clearly Stated References to DP**

Students enrolled in International Baccalaureate classes are afforded the same rights as all other students in the state of Colorado. All verified accommodations will be requested both in the classroom and for external examination. Approval or denial is dictated by the IBO.

### **Culture of Collaboration that Supports Inquiry and Problem-solving**

Cherokee Trail High School is a Professional Learning Community comprised of multiple Professional Learning Teams. Teachers meet bi-weekly to plan, examine, compare, and align units, including formative and summative assessments. Teachers regularly use table-grading procedures on like-assessments with the IB rubric to eliminate subjectivity and inform practice. While teachers are not necessarily teaching in concert, they are assessing student learning using the same rubric.

Teachers are also afforded professional development days to create unit plans and common assessments to support inquiry and problem-solving skills. This, paired with sanctioned IB trainings and local Roundtables, allows for a standardization of process that precisely articulates our vision toward achieving growth and increased pass-rates.

In June, 2013, the Cherry Creek Licensed Personnel Performance Evaluation Council (1338 Council) made recommendations to the Board of Education to adopt the Colorado Model Teacher Evaluation System (CMTS). Cherry Creek Schools adopted the CMTS and provided district-wide orientation training beginning July, 2013. Teachers are rated on Quality Standards that measure professional practice and student learning over time. Teachers are evaluated on six Quality Standards. Included in this document are elements that specifically relate to inquiry and problem solving. For example, Standard 3e states, "Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills."

### **Explanation of Alignment with Legislation and Policy**

The Individuals with Disabilities Education Act mandates that "to the maximum extent appropriate, children with disabilities...are educated with children who are not disabled, and



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special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily” (IDEA 2004).

Gifted Education is addressed in the Exceptional Children's Education Act (ECEA) in the Colorado Revised Statutes. The Colorado State Board of Education promulgates the rules for the implementation of statutes. The rules provide the administrative framework for schools and districts for the provision of services to gifted students.

The links below provide information pertaining to Rules and Regulations for Colorado Gifted Education.

- [ECEA Rules for Gifted Education](#)
- [Colorado Rules for the Exceptional Children's Educational Act \(ECEA\) - Effective June 1, 2015](#)
- [ESSU Technical Assistance - House Bill 14-1102: Concerning gifted education programs in public schools](#)
- [HB 14-1182](#)
- [House Bill 1077 Informational Flyer](#)
- [Colorado-Gifted Education Review \(CGER\)](#)
- [Gifted Identification](#)
- [Advanced Learning Plans \(ALP\)](#)
- [Concurrent Enrollment](#)

Cherry Creek Policy IHBA: Special Education/Programs for Handicapped/Disabled/ Exceptional Students

In keeping with the intention of the state of Colorado to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the district shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes. Any student identified as a child with disabilities pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (the IDEIA) who is between the ages of three and 21 and who has not received a high school diploma, GED or otherwise graduated from high school has the right to a free and appropriate public education.



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These students with disabilities shall be provided individualized educational programs appropriate to meet their educational needs, as determined by the student's individualized education program (IEP) team. A student identified as a child with disabilities under the IDEA shall become eligible for special education and related services on his or her third birthday. A student reaching age 21 after the beginning of an academic year shall have the right to complete the semester in which his or her 21st birthday occurs or attend until he or she graduates, whichever comes first. Students with disabilities are required by federal law to be included in state and district-wide assessments, with appropriate accommodations where necessary. Any individualized education program (IEP) developed for a student with disabilities shall specify whether the student shall achieve the district's adopted content standards or whether the student shall achieve individualized standards which would indicate the student has met the requirements of his or her IEP.

### **Equitable Access**

Students are placed on Advanced Learning Plans (ALPs) or Individual Education Plans (IEPs) based on a process that can be initiated by parent, teacher, or student referrals. Students plans are reviewed to make sure that students are having their needs appropriately met. This process may or may not include testing, but does always include an ALP or IEP team that consists of teachers, parents, the student, and possibly administrators. All qualifying students are eligible for applicable accommodations under law.

Equitable access to traditionally underserved populations is also a priority of the Cherry Creek School district and Cherokee Trail High School. District and school goals consistently focus on narrowing the achievement gap between white/Asian students and black/Latino students. To this end, students of color are targeted for growth both systematically and individually through classroom instruction. High achieving students of color are regularly recruited for the IB.

On example of our retention efforts is the IB Minority Club, which was created by students of color to support the retention and success of students of color within IB.

### **Final Considerations**

In order to establish goals and to maintain the current special educational needs/inclusive education philosophy, a committee will review and revise this policy annually. This committee will



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consist of IB parents, the Pupil Services Coordinator, the librarian, the DP coordinator and the principal. Cherokee Trail will review and revise the special educational needs/inclusive education policy annually because of the changing needs of our population and to ensure that it continues to be central to our DP mission. The reviewed, revised version of the policy will remain housed on our website. Our hope is that a transparent special educational needs/inclusive education policy will encourage more students to engage in the Diploma Program education.