Discovery Canyon Campus
International Baccalaureate Policies

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International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Academy School District 20 Discovery Canyon Campus Mission and Values Statement

Our Mission

We educate and inspire students to thrive.

Our Values

We believe people are the heart of our success.

We believe relationships matter.

We believe in quality education.

Academic Integrity Statement of Academy School District 20

Academic honesty and personal integrity are fundamental components of a student's education and character development. In Academy School District 20, we believe that promoting academic honesty is the responsibility of the total school community. IB students, in accordance with the IB Learner Profile, can work independently in a creative and principled manner. Principled learners demonstrate academic honesty and personal integrity.

Community members, staff, parents, and other stakeholders will support District 20 students in demonstrating academic honesty, following the guidelines below. Only when there is commitment on the part of all concerned, can a school's academic environment facilitate a healthy respect for the value of academic honesty.

Purpose of Academic Integrity Policy

The IB upholds principles of academic integrity, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Discovery Canyon Campus places great value on the ethical qualities of personal integrity and academic honesty. With immediate and ongoing access to digital resources and information, it is critical that all members of the learning community value and protect intellectual property and understand their rights and responsibilities in regard to the same. The purpose of the Academic Honesty policy at Discovery Canyon Campus Elementary is to teach and guide students, staff, and families in becoming knowledgeable, principled, and reflective contributing global citizens who are able to access, learn from, and acknowledge the work of others, utilize it to synthesize their own understandings, and contribute unique, creative, and original thinking to the global community. We rely on the shared responsibility of our school community to be familiar with and safeguard the authenticity of our students work.

What is Academic Integrity?

- Proper conduct in a class or exam setting
- The full acknowledgement of the original authorship and ownership of creative material
- The production of "authentic" pieces of work
- The protection of all forms of intellectual property – which includes forms of intellectual and creative expression, as well as patents, registered designs, trademarks, and copyright.

Academic Integrity Practices

Academic honesty and integrity can best be explained through examples that demonstrate choices made by students, teachers, and families.

Academic Honesty Learner Profiles

The aim of all IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world.

Principled

Acting with integrity and honesty, taking responsibility for your own words and actions regarding summarizing, paraphrasing, citing sources, and exercising appropriate behavior while testing.

Inquirers

We nurture curiosity, developing various literacy skills to enhance our learning.

Knowledgeable

Acquiring knowledge and developing understanding of different perspectives with the purpose of recognizing ideas that have local or global significance with others. We are evaluated on our growing knowledge through various forms of assessment in the classroom.

Thinkers

We exercise the initiative in making reasoned and ethical decisions, that amongst many includes giving a source credit where it is due, and not sharing answers during an assessment, or engaging in collusion.

Open-Minded

We seek and evaluate a range of points of view, and we are willing to grow from the experience. Within this experience we will credit those different points of view to better explore a topic.

Caring

Having respect for published ideas and information, and other peoples learning space and style.

Balanced

Understanding the importance of balancing a piece of work so that it reflects my own knowledge and understanding, not completely relying on other works.

Risk-Takers

We approach uncertainty with forethought and determination to be Principled in our actions when working on assignments, activities, or assessments.

Reflective

We thoughtfully consider other ideas and works with our own ideas and experience. We think about how those connections can impact our learning and understanding of the world around us.

Communicators

Expressing ideas and information in the student's own words. Advocating for individual needs to help understand ourselves, and how we can help others with our individual strengths.

Academic Honesty and The Approaches to Learning

ATL Skill	Student Roles and Responsibilities	Educator Roles and Responsibilities	Family Roles and Responsibilities
Thinking Skills • Acquisition of Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation • Dialectical Thought • Metacognition	• Actively inquire by asking a variety of questions and thinking independently. • Evaluate sources of information and synthesis ideas to construct new meaning. • Demonstrate understanding through individual and original work on projects and assessments.	• Model and teach a variety of thinking skills and strategies in conjunction with collaborative participation and the sharing of ideas. • Provide authentic opportunities and sources of information to practice inquiry and thinking skills. • Expose students to a variety of viewpoints that broaden their conceptual understanding. • Design authentic tasks that require synthesizing of information, application of skills, transfer of understanding to novel scenarios, and creative presentation.	• Encourage students to think independently by modeling and practicing inquiry outside of school. • Help students understand that others may have differing points of view. • Help identify and increase student's awareness of how they learn best.
Social Skills • Accepting Responsibility • Respecting Others • Cooperating • Resolving Conflict • Group Decision Making • Adopting a Variety of Group Roles • Interpersonal and Intrapersonal	• Participate in group activities and share ideas to add to collective knowledge. • Respect and value ideas and beliefs of others. • Accept responsibility in different group settings as team member or leader. • Demonstrate individual learning even when collaborating. • Regulate emotions and responses	• Model and teach social skills and respect for others, their ideas and values. • Provide opportunities for students to collaborate with classmates, as well as to engage with peers and experts in the global community. • Provide opportunities and strategies for students to practice and reflect upon interpersonal and intrapersonal social and emotional regulation.	• Encourage students to practice appropriate social skills with other students and adults. • Model and reinforce honesty and respect regarding values, ideas, and beliefs of others. • Access community resources to support and extend student learning.
Communication Skills • Listening • Speaking • Reading • Writing • Non-Verbal Communication	• Listen respectfully to the ideas of others. • Communicate ideas in a variety of ways (written, digital, oral, artistic, etc.) • Give appropriate credit when sharing ideas of others.	• Teach and provide authentic opportunities for students to practice listening, speaking, reading, writing, and non-verbal communication for a variety of purposes in a variety of contexts.	• Encourage students to communicate in a variety of ways for a variety of purposes. • Encourage a shared dialogue that respects, and honors students' ideas and attempts at communication.

Academic Honesty and The Approaches to Learning *continued…*

ATL Skill	Student Roles and Responsibilities	Educator Roles and Responsibilities	Family Roles and Responsibilities
Self-Management Skills • Organization • Time Management • Codes of Behavior • Informed Choices • Safety • Healthy Lifestyle • Gross & Fine Motor • Spatial Awareness • Goal Setting • Perseverance • Mindfulness • Resiliency	• Learn to manage time efficiently and effectively. • Use information wisely to make informed choices. • Follow appropriate codes of behavior, including academic honesty and integrity rules and procedures. • Create short-term and long-term goals that are challenging and realistic.	• Teach organizational skills such as planning and time management. • Guide selection and use of information to make wise and informed choices. • Provide feedback on appropriate codes of behavior, including academic honesty rules and procedures. • Monitor and guide students' progression through short-term and long-term goals that meet students learning needs.	• Reinforce organizational skills and appropriate behavior. • Encourage time management including consistent homework routines. • Encourage use of information to make wise and informed choices. • Access community resources to support self-management skills.
Research Skills • Formulating • Questions • Observing • Planning • Collection Data • Recording Data • Organizing Data • Interpreting Data • Presenting Research Findings	• Formulate inquiry questions, search for information, and evaluate sources. • Interpret data. • Accurately cite sources. • Use a variety of digital tools and applications for research and presentation in creative ways without plagiarizing. • Accurately differentiate and apply primary and secondary resources.	• Provide appropriate resources including access to databases. • Teach-age-appropriate research skills, including advanced searching options and note-taking. • Teach and model paraphrasing, quoting, and age-appropriate citation skills. • Teach a variety of digital tools for researching and presentation of understanding.	• Guide students in locating material on an age-appropriate comprehension level. • Monitor usage restrictions for online resources. • Encourage students to articulate findings in their own words.

Academic Integrity Misconduct Consequences

Examples Behaviors to Avoid

- Taking or claim property of others (including intellectual property).
- Allowing others to think for you or allowing group members to do all the work for the team without input and help from each team member.
- Neglecting to cite and give credit for all shared information and materials.
- Plagiarism including copying words, images, or music from a website, to include artificial intelligence, book, or classmates without giving credit to the author, photographer, or artist.
- Copying, stealing, or sharing assignments or test answers
- Allowing family members to do student work.
- Lying about actions or making false accusations concerning others and/or their actions.
- Creating distractions in the learning environment.
- Unauthorized use of notes, electronic devices, calculators, or other materials.
- Making up data or information.
- Including offensive material.
- Disclosing or discussing the content of an assessment to other students who have not taken the assessment yet.
- Concealing or using unauthorized software on any device, such as a graphic calculator or laptop.

Examples of Interventions

- Teachable moments and learning opportunities that may include:
    - Problem-Solving Conference
    - IB Learner Profile and Essential Agreement review
    - Personal Reflection/Review
    - Apology of Action
    - Parent Contact
    - Complete Work with No Credit (or limited credit)
    - Alternative Seating or assignment/assessment

Examples of Consequences

- Documentation of behavior and past interventions along with parent contact
- Referral to administration for further review
- Community service
- Detention
- In school suspension

More significant instances of academic dishonesty (compromising assessment security, using an unfair advantage on an assessment, sharing assessment information with others, etc) will typically include the following consequences:

- The consequences listed above
- Out of school suspension for up to 5 days (ASD20 Code of Conduct JICDA 22)

Students have the right to appeals and arbitration. To appeal an academic dishonesty finding, students should submit in writing, a letter to the Deputy Head of School. The Deputy Head of Schools will meet with the student, parent or guardian and IB Coordinator to make a determination. If students/ families would like further appeal, they will complete the same process with the Head of School.

Works Cited

[Colorado Department of Education](#)

[IB Standards and Practices](#)

[IB Academic Integrity Policy](#)

[Academy School District 20 Policies](#)

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Assessment Policy

International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

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Assessment Philosophy of Academy School District 20

Academy District 20 International Baccalaureate schools believe that assessment and learning engagements are integral tools used to educate every student to become a lifelong learner. Through inquiry-based instruction, students are provided with criterion-based feedback on their understanding of IB concepts and contexts. In addition, essential objectives drive well-written assessments, which then guide instruction. The assessment tasks, strategies and tools may be collaboratively designed by teachers and students. Objective-driven assessments allow teachers to provide rich feedback and give students the opportunity for reflection. We recognize both summative and formative assessments as being integral to the teaching and learning process and will communicate student results to stakeholders. Assessments contribute to each individual student's understanding and growth within the inquiry-based curriculum.

Assessment Beliefs of Discovery Canyon Campus

Discovery Canyon Campus recognizes that authentic assessment is focused on appropriate, enduring, and essential content and skills. Authentic assessment is a valid indicator of what students understand and are able to do, and it provides opportunities to transfer learning across disciplines. Additionally, authentic assessment is often conducted with multiple experiences over time, to increase reliability, provide feedback, and inform instruction.

Definitions and Components of Assessment

An assessment is a valid tool used to assess, record, and report student progress throughout the various components within a program. Assessment must be an ongoing, fair, and authentic gathering of relevant information about students and their knowledge, understanding, demonstration, and/or feelings throughout the learning process.

Purposes of Assessment

Assessment allows **students** the opportunity for the following:

- developing awareness of strengths and interests
- setting and reflecting on goals
- demonstrating understandings
- transferring understanding to unfamiliar situations
- evaluating success and growth

Assessment allows **teachers** the opportunity for the following:

- setting goals for individuals, small and whole groups
- monitoring students' understanding and adjusting instruction
- providing students with feedback to encourage further growth
- recording and reporting information to all stakeholders
- evaluating teacher efficacy

Assessments allow **parents and community members** the opportunity for the following.

- being aware of school's standards, values, and performance
- understanding students' learning objectives throughout the year
- monitoring and reflecting on student growth and success
- encouraging, motivating, and recognizing success

Purposes of Assessment *continued…*

Factors that Influence Assessment

- National, State, and Academy School District 20 mandates, standards, and curricula
- IB Programme specific philosophy and criteria
- Academy District 20 evaluation process through the PLC outcomes

Common Practices of Assessment

- Academy School District 20 uses multiple state-mandated assessments to provide teachers with information about their students in order to plan effective instruction and identify students who may need additional intervention or extension. Some assessments are required by state or federal legislation while others are used to meet state or federal program requirements. Teachers will administer additional subject or course related tests and assessments to measure individual student progress. These assessments are aligned with IB standards, and Colorado academic standards. The school district strives to maximize instructional time and create a balanced assessment schedule throughout the school year.
- All recording and reporting of student achievement is accessible in our student information and grading online platform, Infinite Campus, to all administrators, educators, parents, and students. o Progress and growth are also reported annually when the student has an Individualized Education Plan, Advanced Learning Plan, or READ Plan. These plans are reviewed by an educator team with the parents.
- State mandated assessment data is sent home with explanations of data.
- All educators report grades regularly on formative and summative assessments in Infinite Campus
- Assessments are designed to align with course outcomes, state standards, and PYP/MYP/DP/CP aims and objectives.
- Educators teaching the same grade level course collaborate, plan, and develop the use common, standardized assessment practices. Data from common assessments is review regularly in Professional Learning Communities (PLC).
- Parent Teacher Conferences occur once a semester to discuss student performance. Authentic assessment tasks will provide opportunities for students to apply learned knowledge and skills to real-life situations.
- Assessments will be differentiated to address a variety of learning styles.
- Assessments will be learner centered, inquiry-based, and authentic in nature.

Academic Honesty

- All work submitted for assessment is expected to be the student's own work and representative of the student's own effort and abilities.
- For violations of academic honesty, appropriate alternative assessment opportunities may be provided.
- Teachers and students are responsible for following the guidelines of the academic honesty policy.
- Student handbooks will inform students of academic honesty practices.

State Required Assessments

Academy School District 20 uses multiple assessments to provide teachers with information about their students to plan effective instruction and identify students who may need additional intervention or extension. Some assessments are required by state or federal legislation while others are used to meet state or federal program requirements. Teachers will administer additional subject or course related assessments to measure individual student progress. These assessments are aligned with IB standards, and Colorado academic standards. The school district strives to maximize instructional time and create a balanced schedule throughout the school year.

PYP Assessment Practices

Factors that Influence Assessment at DCCES

Assessments at DCCES are varied an offer different information for various stakeholders. Our Assessment Policy is shaped by the following:

- National, State, and Academy School District 20 mandates, standards, and curricula
- IB Primary Years Program philosophy and the essential elements
- Academy District 20 evaluation process
- Academy School District 20 PLC outcomes

Communication of Assessment

Progress, growth and development of specific standards and skills are reported quarterly through Academy School District's reporting system. Student progress is also reported annually when the student has an individual plan, such as an Individualized Educational Plan, Advanced Learning Plan, or READ Plan. State assessment data is sent home with explanations upon completion of the assessment. Families and students also have the option of requesting a meeting or progress updates at any time throughout the school year. Student-led conferences, held in the 4th quarter, provide students with the opportunity to report their progress, growth, and future goals to their families. Students share their personal growth data and portfolios, and answer questions their families may have.

Exhibition

The fifth grade Exhibition process is a culminating experience where students inquire into an issue in the community, develop an understanding of its impact, create, and undertake an action plan, and share their research, actions and reflections with the school community. This summative process allows for assessment of the students' understanding of the PYP essential elements (knowledge, concepts, transdisciplinary skills, attitudes, and action.

Examples of Assessment Opportunities in the PYP Classroom			
Goal Setting	Formal and Informal Observations	Rubrics	Benchmark Indicators
Discussions	Anecdotal Records	Work Samples	Performance-Based Measures
Self-Reflections	Peer Reflections	Pre and Post Measures	Diagnostic Measures
Portfolios	Open-Ended Projects	Oral Presentation	Formative and Summative Measures
Performance-Based Tasks	Menu and Choice Boards	Student Agency	Authentic Application
Core Curriculum	Online Enrichment and Intervention Programs	State Mandated and Standardized Measures	PYP Exhibition

MYP Assessment Practices

Factors that Influence Assessment at DCC MYP Years 1-5

Assessments at DCCES are varied an offer different information for various stakeholders. Our Assessment Policy is shaped by the following:

- National, State, and Academy School District 20 mandates, standards, and curricula
- IB Middle Years Programme Principles and Practices
- Academy District 20 evaluation process
- Academy School District 20 PLC outcomes

MYP Assessment Practices *continued…*

Communication of Assessment

Progress, growth and development of specific standards and skills are reported quarterly through Academy School District's reporting system. Student progress is also reported annually when the student has an individual plan, such as an Individualized Educational Plan, Advanced Learning Plan, or READ Plan. State assessment data is sent home with explanations upon completion of the assessment. Families and students also have the option of requesting a meeting or progress updates at any time throughout the school year. Parent-Teacher conferences are formally twice a year, and also upon request. These conferences are led by a single teacher or a team of teachers, who share the student's growth data based on a body of evidence from one or more classes.

- All MYP Students in Year 1-3 take the annual Colorado Measures of Academic Success (CMAS) in April.
- All MYP Students in Year 4 take the annual Preliminary Scholastic Aptitude Test 9 in April.
- All MYP Students in Year 5 take the annual Preliminary Scholastic Aptitude Test 10 in April.
- MYP educators are required to assess student development of context and ATL Skill development using the IB MYP Subject specific Criterion rubrics at least once a semester. "MYP: From Principles into Practice" May 2014. Pages 78-81.

MYP Homework Policy

- To ensure a balanced development of the whole child, students in the MYP Years 1-3 are guaranteed not to incur more than sixty minutes of homework per night. This is a cumulative time shared by all eight IB MYP Subject groups. Only under unique circumstances (i.e., extended absences), do teachers and students' parents agree upon special arrangements, is more homework made an accommodation. Students in MYP Years 4 -5, homework policies are developed by individual teachers, and is specified in their class syllabuses.
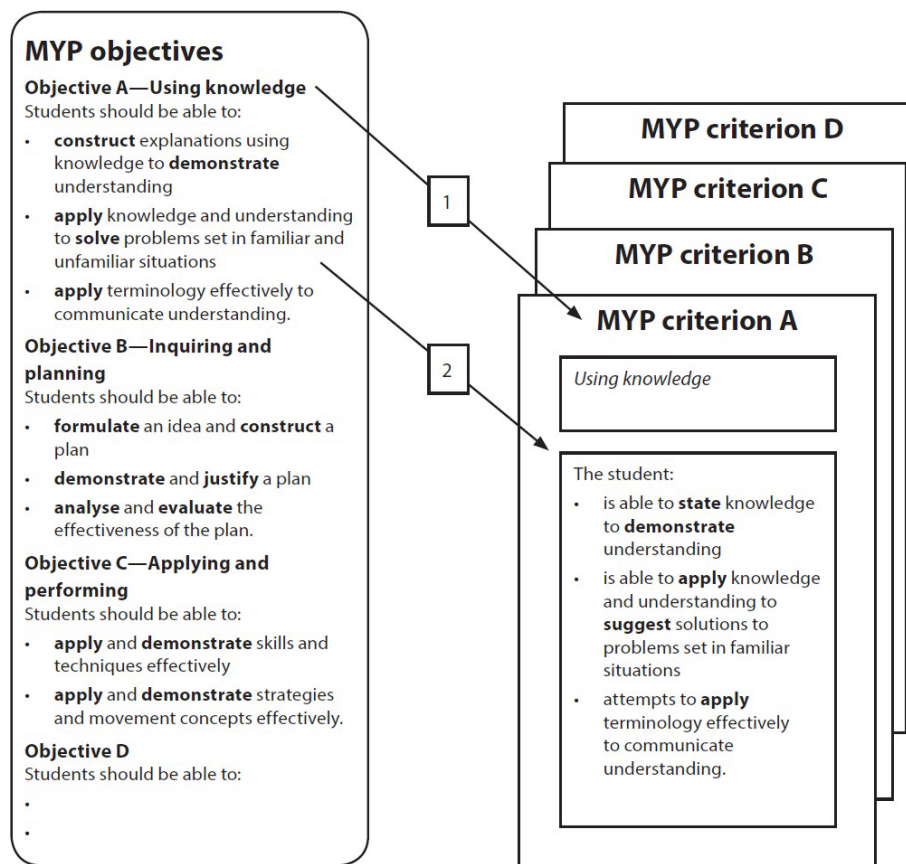
MYP Assessment Practices *continued…*

The MYP assessment criteria across the IB Core classes are as follows:

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

MYP Assessment Practices _continued..._

The figure below shows the relationship between the subject group's objective and its descriptions of various achievement levels.

MYP objectives

Objective A—Using knowledge
Students should be able to:

- **construct** explanations using knowledge to **demonstrate** understanding
- **apply** knowledge and understanding to **solve** problems set in familiar and unfamiliar situations
- **apply** terminology effectively to communicate understanding.

Objective B—Inquiring and planning
Students should be able to:

- **formulate** an idea and **construct** a plan
- **demonstrate** and **justify** a plan
- **analyse** and **evaluate** the effectiveness of the plan.

Objective C—Applying and performing
Students should be able to:

- **apply** and **demonstrate** skills and techniques effectively
- **apply** and **demonstrate** strategies and movement concepts effectively.

Objective D
Students should be able to:

-
-

MYP criterion D

MYP criterion C

MYP criterion B

MYP criterion A

Using knowledge

The student:

- is able to **state** knowledge to **demonstrate** understanding
- is able to **apply** knowledge and understanding to **suggest** solutions to problems set in familiar situations
- attempts to **apply** terminology effectively to communicate understanding.

1. Each MYP Subject specific criterion rubric is based on an achievement level of 1-8 grading scale.

2. The leveled bands describe the range of student performance through strand descriptors. Teachers may choose to assess all or some of MYP Objective Criteria strands given in any assessment. However, all assessment criteria strands are assessed within one school year.

3. Students' achievement levels are converted into points for appropriate grade achievement representation in IC. "MYP: From Principles into Practice" May 2014. Pages 78-81.

<u>MYP Assessment Practices</u> *continued…*

MYP Personal Project

All MYP year 5 students complete the MYP Personal Project. This culminating project is assessed based on the MYP Personal Project Criteria. Students are graded by their supervisor, who provides a score and feedback to the students. Each MYP Subject specific criterion rubric is based on an achievement level of 1-8 grading scale.

Criterion A	Criterion B	Criterion C
Planning	Applying Skills	Reflection

Scores are visible in Manage Bac and Infinite Campus. The completion of the MYP Personal Project is reflected on student official high school transcript as a Pass or Incomplete. Students who Pass are awarded a .5 elective credit. The Incomplete on the transcript for students who do not participate in the MYP Personal Project does not affect their overall grade point average, nor is the MYP Personal Project a Colorado graduation requirement.

DP Assessment Practices

- Assessment practices and expectations are discussed with students at the beginning of courses and/or units, including definitions of command terms and the evaluation tools that will be used (rubrics, grading scales, etc.).
- Exemplars are made available to students.
- Teachers participate collaboratively in the planning, development, and standardization of assessments where appropriate.
- Authentic assessment tasks will provide opportunities for students to apply learned knowledge and skills to real-life situations.
- Assessments will be differentiated to address a variety of learning styles.
- Assessments will be learner centered, inquiry-based, and authentic in nature.
- Assessment tasks in the format of IB external exams will be given to students to increase understanding and preparation for exams.
- Feedback will be provided in a timely manner. There will be a continuous cycle of presenting a challenge, performance, feedback, and improvement that includes formative and summative assessments.
- Students will have multiple opportunities to demonstrate their learning.
- Reassessment opportunities may be offered on teacher-created summative assessments. Students may not have multiple attempts on IB internal or external assessment tasks – IB regulations must be followed.
- Support and/or accommodations will be provided to students identified with special educational needs, including arrangements made with IBO for candidates with assessment access requirements.
- Internal assessment tasks are an integral part of the curriculum.

DP Assessment Practices *continued…*

- Teachers will standardize their assessment practices to ensure fairness and equality of grading in different classrooms of the same subject.
- Teachers will receive feedback from IB on their assessment practices and integrate this feedback into their future assessment practices to ensure IB standards are upheld and adhered to.

Assessment and Curriculum

- Assessments drive the curriculum and are aligned with the written and taught curriculum. Diploma Programme courses are backwards designed, based on IB internal and external assessments, IB assessment criteria, and Colorado state academic standards.
- Curriculum and assessments are aligned vertically, building on prior knowledge, skills, and concepts.
- Assessments are designed to align with course outcomes, state standards, and MYP/DP/CP aims and objectives.
- Teachers teaching the same course will use common assessments. New staff members are trained in assessment policies and practices by department members via the professional learning community process.
- Assessments give significant weight to higher-order thinking skills.

Assessment and Student Expectations

- Students are responsible for their learning.
- Students are required to submit both formative and summative tasks in a timely manner.
- Students are expected to know and use assessment criteria while completing work.
- Students are to synthesize and apply their learning, ask questions, and solve problems.
- Students should strive to produce quality products and performances and to use assessment to improve their learning.
- Students should regularly practice self-assessment, peer assessment, and complete reflections on their learning.

Reporting to Parents

- Curriculum and feedback are available to parents using Schoology.
- Evidence of learning will be shared with parents through our online student data management system and conferences.
- Parents will have access to student progress through the student information and grading platform Infinite Campus.

Works Cited

Colorado Department of Education

IB Standards and Practices

Academy School District 20 Policies

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Policy Revised

To ensure that best practices are shared, updated, understood, and implemented by the DCCHS community, the policy will be publicly available to the community, reviewed and revised on a regular, ongoing basis with input and consensus from stakeholders.

Policy revised and updated February 24, 2023

- DCC International Baccalaureate Coordinators
- DCC Administration
- DCC Pedagogical Leadership Teams
- DCC Department Chairs

Complaints and Concerns Policy

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Concerns and Complaints Philosophy of Academy School District 20

It is the intent of the district to foster open communications with the community. The district welcomes constructive criticism of the schools whenever it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively is welcomed by the District.

Public complaints made pursuant to this policy may involve personnel or district operations. Such complaints shall be processed in accordance with this policy's accompanying regulation. Public complaints concerning unlawful discrimination, instructional resources or teaching methods shall be processed according to applicable administrative policy, as listed in this policy's cross references.

Concerns and Complaints Process at Discovery Canyon Campus

Student, Parent/Guardian, and General Public Concerns and Complaint Procedures

For families or community members expressing a concern or complaint, the following process shall be followed:

In adherence to the Academy School District 20 School Board, suggestions or complaints are best handled and resolved as close to their origin as possible. Therefore, according to the Academy School District 20 School Board policy KE R – Public Concerns and Complaints Procedure, the proper channeling of complaints will be as follows:

Point of origin (e.g., teacher, coach, administrator)

A complaint shall first be discussed at the point of origin (e.g., teacher, coach, administrator) with the purpose of resolving the matter informally. The complainant shall describe the concern, identify the impact, and identify a suggested remedy. Within five working days after such discussion, the staff member hearing the complaint shall provide the complainant with an oral decision.

Principal or district department leader

If the complainant wishes to further pursue the matter because it has not been resolved to his/her satisfaction at Level 1, then the complainant has five working days within notification of the oral decision to submit a written complaint that describes the concern, identifies the impact, and suggests a remedy. The complainant shall deliver the written complaint to the principal or designee, or district department supervisor or designee. The principal or designee, or district department supervisor or designee, will meet with the complainant to discuss the concerns. The meeting may include the staff member who was involved at Level 1. Within ten working days after receiving the written Level 2 complaint, the principal or designee, or district department supervisor or designee, shall communicate his/her written decision to the complainant.

Principal's supervisor or district department leader's supervisor

If the complainant is not satisfied with the disposition of his/her complaint at Level 2, he/she may file within five working days of the Level 2 decision a written appeal to the next appropriate administrative level(s). The written appeal shall describe the concern, identify the impact and suggest a remedy. The administrator who is reviewing the appeal at Level 3 will meet with the complainant to discuss the concerns within five working days of receiving the written complaint unless the parties otherwise agree. The meeting may include the staff member who provided the written decision at Level 2. The written complaint shall include the Level 2 decision as an attachment. Within ten working days of the meeting, the administrator shall communicate his/her written decision to the complainant.

Concerns and Complaints Process at Discovery Canyon Campus

Superintendent or designee

If the complainant is not satisfied with the disposition of his/her complaint at Level 3, he/she may file a written appeal to the superintendent within five working days. The written appeal shall describe the concern, identify the impact and suggest a remedy. The written appeal shall include the Level 2 and Level 3 decisions. At Level 4, such appeals shall be heard by the superintendent or his/her designee within ten working days of receipt of the appeal. The meeting shall be limited to those grounds specified in the written complaint signed by the complainant.

Within fifteen working days of the meeting, the superintendent, or his/her designee, shall communicate his/her decision in writing to the complainant after hearing the appeal. The decision of the superintendent or his/her designee shall be final.

The administrative procedure accompanying this policy will be referenced in all student handbooks and will be posted on the district website. For a more detailed description, please visit the Academy School District Board Policy Document.

Policy Revised

To ensure that best practices are shared, updated, understood, and implemented by the DCCHS community, the policy will be publicly available to the community, reviewed and revised on a regular, ongoing basis with input and consensus from stakeholders.

Policy revised and updated May 25, 2023

- DCC International Baccalaureate Coordinators
- DCC Administration
- DCC Pedagogical Leadership Teams
- DCC Department Chairs

Works Cited

- "ASD20 BoardDocs® Pro." *Boarddocs.com*, 2021, go.boarddocs.com/co/asd20/Board.nsf/Public. Accessed 11 May 2021.
- *Sso.ibo.org*, resources.ibo.org/data/programme-standards-and-practices_5490368c-3f6e-4531-851b 3412c18a2f09/programme-standardsand-practices-en_1f451eaa-1274-4fa5-a7ff-692323462485.pdf. Accessed 5 July 2021.
- IB Standards and Practices

Access and Inclusion Policy

International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Academy School District 20 Discovery Canyon Campus Mission and Values Statement

Our Mission

We educate and inspire students to thrive.

Our Values

We believe people are the heart of our success.

We believe relationships matter.

We believe in quality education.

Access and Inclusion Philosophy of Academy School District 20

Academy District 20 shares the International Baccalaureate Organization belief that, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate Programmes, 2010.)

Utilizing the IB Standards and Practices and the beliefs set forth in our mission statements, Academy District 20 IB schools strive to support a diverse student body of learners. Whether it be through teaching and learning strategies, resources or collaboration with experts and parents, our students are supported throughout their IB programmes. All students should have access to an appropriate education in order to be lifelong learners.

Access and Inclusion Beliefs of Discovery Canyon Campus

IB Learner Profile

The following attributes of the IB Learner Profile drive the IB Philosophy and shape the Access and Inclusion Policy at Discovery Canyon Campus. The attributes of the IB Learner Profile are shared across the IB Continuum in the PYP, MYP, DP, and CP.

Balanced	Caring	Communicators
A healthy balance of the needs of the mind and the body.	A concern for other people's needs and feelings with an intrinsic interest in helping others.	The ability to understand, appreciate and share ideas in multiple ways.
Inquirers		Knowledgeable
An inherent curiosity and love for learning with the ability to discover answers to many questions.		The ability to do seek out and explore, big ideas and the skills to apply the learning.
Open Minded		Principled
Being comfortable with differences and welcoming and respecting other points of view and ways of doing things.		Being fair, honest, and able to make good decisions about what is right and wrong.
Reflective	Risk Takers	Thinkers
The ability to think about and discuss one's own learning, skills, goals, and products.	An interest in trying new things, alongside the confidence to explore and share experiences.	Making good choices and solving problems through thinking and reflecting upon what we know or see.

Access and Inclusion Beliefs of Discovery Canyon Campus

DCC enjoys a welcoming, nurturing, and accepting learning environment where all community members are valued and respected. The school's population includes students with a wide variety of learning styles, abilities, needs, and talents. This diversity promotes empathy and awareness and supports the development of inclusive, caring, internationally minded citizens. With the goal of individual success for each learner, all students have access to age and ability-appropriate educational resources to meet one's unique potential. DCC recognizes that we are all unique learners. We assume responsibility with the students and their families to uncover ways in which our students can learn and perform at their best.

All students spend a part of their school day in skill appropriate classrooms where teaching and learning strategies are differentiated to meet individual needs. Multiple-Tiered Student Supports including resources, and accommodations and modifications are available depending on the unique needs of each learner. All teachers involved in a student's education are members of the collaborative team which plans and implements services with each student and family.

DCC values the uniqueness and potential in every learner, building on each student's prior knowledge and setting individual goals for success. While some students require targeted reinforcement of fundamental skills, others benefit from extending learning opportunities in more challenging ways to meet their needs. In addition to academic growth, DCC also promotes the social, emotional, and physical well-being of all students. Staff, students, and their families work collaboratively to ensure a safe and productive learning environment.

We believe:
- students should experience a positive classroom climate conducive to supporting learning
- students are accepted for who they are
- students are valued for their strengths
- students are appropriately challenged
- students belong to the community and feel cared for, trusted, understood, valued and safe
- students are provided with opportunities to succeed
- students are included in decisions about their learning
- students are given opportunities to reflect on their learning
- students are provided the opportunity to develop the attributes of the learner profile
- students are provided opportunity to develop as multilingual citizens
- students have access to the relevant IB programme components to the greatest extent possible
- students understand their role in the learning of others
- students are supported in developing the skills to self-advocate.

Access and Inclusion Beliefs of Discovery Canyon Campus

Purpose of Inclusion Policy

The Inclusion Policy of Discovery Canyon Campus helps to inform all stakeholders of the beliefs, practices, structures, and systems that help our community set and reach goals, affirm identity, and build self-esteem with every learner. Inclusive learning environments allow students to develop empathy and open-mindedness as they value and support students with special needs.

Differentiation

Differentiation happens in the regular classroom with heterogeneously grouped students. Teachers vary instructional strategies and use more flexibly designed lessons to engage student interests and address the different ways that students learn. The basic idea is that the primary educational objectives remain the same for every student, but teachers may use different instructional methods to help students meet those expectations and share what they have learned.

Targeted Learning Support

When a student requires additional academic or behavioral support (as needed supports) a wide-variety of opportunities exist throughout the day to address the specific student need, such as before during or after school instructional support labs or peer tutoring. These targeted supports are often temporary to fill a minor or immediate need.

Multi-Tiered System of Supports (MTSS)

Laws and Regulations Governing School Policy	- Individuals with Disabilities Education Act (IDEA) - Title 1 of the Elementary and Secondary Education Act (ESEA) - Exceptional Children's Education Act (ECEA) - The Colorado Department of Education Guidelines (CDE) *for detailed and most current laws and regulations*
Population Served	- All students are served under Tier 1 guidelines. - Identified students who are below benchmark, failing to grow at a rate that allows students to keep pace with end of year outcomes, or have behavior concerns that do not respond to typical remediation, become Tier 2, followed by Tier 3 after time, intervention adjustments, progress monitoring and other available interventions as appropriate.
Identification Procedures, Criteria and Assessment	- All students have benchmark tests several times a year in content specific areas. Once a student begins interventions, their progress is monitored more frequently with approved monitoring tools and programs approved by the Colorado Department of Education or Academy School District 20. This data is used to determine next steps for the students. - Students identified with management, regulation and social-emotional needs will access approved district interventions, programs and personalized plans.
Types of Support for Students and Classroom Teachers	- Small groups interventions and targeted personalized plans - Targeted instruction to close gaps uncovered by testing and teacher input - Consistent progress monitoring based on instructional tools being implemented - Teachers are supported in the creation of interventions for academics and behaviors from families, administrators, MTSS coordinators, school counselors, social worker, and school psychologist, special education team and other specialists as appropriate
Supplemental Curricula	- District/CDE required/approved resources - School supplemental resources - Other resources as determined by the intervention team
Frequency and Location of Support	- Frequency varies according to each student's MTSS plan - Tier 1 and some Tier 2 supports are often implemented in the general education setting and cotaught - Tier 2 and tier 3 supports can group students according to needs and provide pull-out or push-in instruction
Length of Support/Exit Procedures and Next Steps	- Students continue with an MTSS plan until they reach their targeted goals. - As students' progress and student evidence is evaluated, next steps determine placement. - Families Rights and Responsibilities under IDEA and ECEA
Parent Participation and Support	- Families are part of the MTSS team and are contacted by the school team as soon as concerns arise, when goals are developed, as progress is made, and as resources are provided and adjusted. - Parents are communicated with on a regular basis.

Special Education Resource Services

Laws and Regulations Governing School Policy	• Individuals with Disabilities Education Act (IDEA) • Individual Educational Plans (IEP) are written to ensure students are working on specific goals to help them close the gap with their peers in academic areas. The IEP specifies accommodations and modifications needed by each child. • The Colorado Department of Education Guidelines (CDE) *for detailed and most current laws and regulations*
Population Served	• Students who have significant deficits in specific academic areas.
Identification Procedures, Criteria and Assessment	• Nationally normed and vetted measures utilized by the ASD20 Special Education team to determine qualification for an IEP. All data is read and reviewed by the team to determine eligibility.
Types of Support for Students and Classroom Teachers	• Small groups with like deficiencies • Build vocabulary, literacy, comprehension, and application skills • Life and behavior skills that reflect the IB Learner Profile and Approaches to Learning • Peer, tutor, para, specialist, classroom teacher and family support for various work situations
Supplemental Curricula	• District/CDE approved resources *for detailed information and approved resources.* • School approved core curriculum intervention programs • Below, on, and above grade level curriculum to support student where they are at and help fill gaps.
Frequency and Location of Support	• Frequency varies according to each student's IEP • Push-in and pull-out supports according to the needs of the students
Length of Support/Exit Procedures and Next Steps	• Students continue with their IEP and participate in yearly review process, as well as an annual 3-year testing process to gauge growth over time. • When a student is released from an IEP, the special education team and family meet to discuss and agree upon the dismissal.
Parent Participation and Support	• Parents are part of the IEP team and are provided regular communication. • Support staff and teachers attend regular conferences and work in conjunction with the classroom teacher. • Additional progress reports aside from the ASD20 report card are provided for students on an IEP on a consistent basis • Families Rights and Responsibilities under IDEA and ECEA
Assistive Technology or Equipment	• Assistive technology (such as prescribed communication devices) support each student based on their IEP goals and needs (predictive text, increased font, voice recorders, text-to-speech, touch-screens • Occupational and Physical adaptive equipment such as appropriate keyboards, standing desks, headphones etc.

Works Cited

Colorado Department of Education – See Special Education and MTSS Resources

IB Standards and Practices

IB Access and Inclusion Policy

Academy School District 20 Policies

Review Process

To ensure that best practices are shared, updated, understood, and implemented by the DCCHS community, the policy will be publicly available to the community, reviewed and revised on a regular, ongoing basis with input and consensus from stakeholders.

Policy revised and updated February 24, 2023

- DCC International Baccalaureate Coordinators
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Language Policy

International Baccalaureate Mission Statement

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Language Statement of Academy School District 20

Academy School District 20 International Baccalaureate schools recognize that the study of language is the foundation for all learning. It fosters inquiry, understanding, and appreciation of others. It allows students to construct meaning and is vital to the development of the whole child. Language study develops international understanding, reinforces cultural identity, enhances personal growth, and promotes effective communication. We view all teachers and parents as essential contributors to the language learning process and understand that the most conducive environment is a safe environment of mutual respect, integrity, and dedication. We provide challenging curriculum, differentiated and varied instruction, and diverse learning experiences in a global society. Language is an essential vehicle which enables effective communication in our global community.

Discovery Canyon Campus Language Profile

English is the primary language of instruction at Discovery Canyon Campus as most students speak English at home. Instruction and assessments are delivered in English, except for World Language/Language Acquisition classes. DCC is a public neighborhood school offering English language development services facilitated by an English Language Learner (ELL) certified teacher. During enrollment, every family completes the Language Information section of the Online Registration form. Those who indicate the use of a language other than English are contacted to participate in an interview to determine language needs and tested for English language proficiency using the state required W-APT or WIDA Screener when appropriate.

DCC has a very diverse sociocultural demographic of first languages amongst our student population to include: Afrikaans, Amharic, Chinese (Mandarin), Danish, Hindi, Indonesian, Italian, Japanese, Kannada (Indian dialect), Korean, Latvian, Marathi (Indian dialect), Chinese Nan, Polish, Russian, Samoan, Tamil (Indian dialect), Telugu, Tagalog, Ukrainian, Urdu, Vietnamese, and Chinese Yue. With the growing representation of cultural diversity, DCC is increasing language sharing and learning opportunities. Students and their families are encouraged to share and celebrate their native language and culture within the school. Staff members work with families and community members to ensure cultural respect and clarity of communication. Translators and translation services are available to and provided for families as needed or requested to help them engage in their students' educational experience. DCC employs a team of dedicated specialists who provide services to students needing additional support for their language needs, regardless of their native tongue. Additionally, students whose primary native language is not English are assessed and, if appropriate, are provided the option to enroll in the English Language Learner (ELL) program provided by the district. Even with families ELL services, families are involved as a part of the team of educators and specialists to work toward their student's individual needs and successes in both linguistic and content acquisition throughout their educational journey. Most teachers at DCC have received or are in the process of receiving 45-contact hours of Cultural and Linguistically Diverse Educator (CLDE) training either through Academy D20 or through CDE To value and honor a variety of languages and cultures, the library includes books that celebrate many cultures. A large amount of world languages are represented within the print and digital collections, and our academic databases translate text into 110 world languages.

Included in the DCC community are students, staff and adults identified as hearing or visually impaired, as well as students with communicative social disorders. A certified Speech/Language Pathologist assists students who require help with articulation, voice, fluency, pragmatics, and other language development challenges. A team of Special Education teachers and Interventionists also provide students with support for all language skills. Hearing impaired students are paired with American Sign Language interpreter.

DCC Common Language Acquisition Practices

- All educators are literacy teachers
  - o All educators understand the importance of facilitating communication to include listening, verbal, and written
- Language Acquisition and Language and Literature Colorado State Standards outline the scope and sequence of language skill development throughout the continuum.
  - o Teachers will develop curriculum that is vertically aligned to provide a continuous framework for language development for all students.
  - o The educators and parents together will establish proficiency goals for language development for all learners.
  - o Teachers will model proficient literacy behaviors.
- We celebrate community diversity and inclusion through an International Day campus wide annual event
- During Parent Teacher Conference parents are given resources to support their students language development needs
- Multiliteracies in practiced in both Language Acquisition and Language and literature classes through intentional practice of listening, verbal instruction/presentation, and writing in the instructional language (English), the schools supported second language, and mother tongue. These practices highlight cultural understanding, critical framing of context, and applying skills to real world experiences.
- The preK-12 Library Advisory Board provides students, parents, and staff the opportunity to be involved in the planning and developing of students' language proficiency utilizing the LMC's resources and programming.

Language Practices in the PYP

The school and community are responsible for providing meaningful, rigorous, and relevant language experiences fostered in an inquiry-based learning environment. Literacy and language instruction is embedded into all units of inquiry to provide authentic learning opportunities that support language skills and acquisition, alongside essential elements of the IB. Language skills occur on a continuum; as students' progress through the various phases of language development they grow in their ability to interpret, construct, and convey meaning and understanding.

While DCCES strives to provide language instruction organically, teachers also integrate a variety of other resources that are research-based and rooted in standards. These language curriculum resources are utilized in both whole class and small-group settings to address students' individual needs.

Language Practices in the PYP *continued*

DCCES seeks to ensure that all students are able to access inquiry materials and conceptual understanding through the explicit instruction of literacy standards. Language instruction is differentiated according to the Multi-Tiered Support System (MTSS) framework by the general education classroom teacher with support from a variety of educational specialists.

DCCES staff also recognizes and values the fact that content-specific language exists and must be taught and embedded throughout the curriculum. Not only does each discipline have its own vocabulary, but students are also taught how to apply the language and skills within each domain (math, science, technology, art, etc.) in order to gain literacy and fluency.

Language Practices in the MYP

Language & Literature: English

Discovery Canyon Campus recognizes that the English language is our primary means of instruction and therefore central to learning. Responsibility for language instruction is interdisciplinary since these skills are necessary in developing life-long learners and is assessed by the states standard Colorado Measures of Student (CMAS). However, all teachers are responsible for the development and maintenance of the mother tongue in the areas of reading and writing. All teachers are literacy teachers and include reading and writing as part of their curriculum development and receive ongoing training in literacy strategies through site based and district professional development. All students are required to receive at least 50 hours of instruction in Language and Literature (English) on a yearly basis to fulfill the MYP requirements. They are also required to take English classes every year to meet the Colorado Higher Education Admission Requirements and District 20 High School Graduation Requirements. Because language skills are fundamental to all other subject areas, many steps have been created to support achievement in this area.

Instruction for struggling readers and English Language Learners

Discovery Canyon Campus' Middle Years Programme is designed to help students master IB objectives and Colorado State Standards regardless of their readiness level. Students whose reading is below grade level or who are English Language Learners (ELL) may be placed or retained on Individual Literacy Plans (ILP), which are state-mandated documents to track their progress in reading. Students who consistently perform below proficiency in English as indicated by state and progress monitoring assessment, may be given support by our Multi-Tiered Student Support (MTSS) system.

Language Practices in the MYP *continued…*

The progress of students on ILPs and MTSS is tracked yearly throughout their MYP career. If standardized assessments and class performance show that students are performing below grade level, the following interventions may be put in place:

- In grades 6-10, students may be placed in a co-teaching environment, where a special education teacher works alongside a Language and Literature teacher to improve students' reading achievement. The classroom environment will use assessment methods including iReady and timed reading fluency evaluations to monitor student progress throughout the school year.
- In addition, students in grades 6-8 may be enrolled in a Language Enrichment class to further reinforce and improve their reading skills for students who display language learning gaps.
- In grades 9-10, they may also be placed in a Reading Lab environment that specifically focuses on improving their reading comprehension.
- Based on students' individual language needs classroom resources, assignments, and assessments may have modifications and accommodations

Language Acquisition: Spanish, French and Mandarin

Cultural awareness is crucial for MYP students, and study of a world language is imperative for the development of our students. Not only does it enhance the ability to consider different points of view, it also enriches mental development. The ultimate goal of world language instruction is for students to be able to use both the language and cultural knowledge as a tool in educational pursuits, career opportunities, personal growth and enjoyment. During their years in the MYP, all students are required to receive a minimum of 50 hours of Language Acquisition instruction. Discovery Canyon 6-8th grade students are offered the opportunity to select either French or Spanish Their 6th grade year and are encouraged to continue that language development throughout their MYP. Middle school students, Language Acquisition classes are structured so that students receive Language Acquisition instruction every other day for a full year for approximately 50 hours of total instruction. Over the course of three years, middle school students receive the equivalent of a high school level 1Language Acquisition course. Grade 9 and 10 students are required to take two semesters of Language Acquisition classes each year. High school students have the choice of Spanish, French and

Language Practices in the MYP *continued…*

Library Media Center

The Library Media Center (LMC) plays a pivotal role in the support of language development. Our LMC has a variety of texts in multiple languages (i.e., English, Spanish, and French). The LMC also offers curricular and supplemental resources in multiple formats (i.e., print, electronic, audio, etc.) and actively seeks teacher input as to what sources are needed to support curriculum. From bibliographies and texts to databases and other online materials, teachers have access to a variety of resources. The LMC also has a substantial collection of multicultural literature which we promote through book talks, library displays, reading promotions, and school-wide activities throughout the year.

Language Practices in the DP

Language learning in the Diploma Programme supports the learning of languages, learning about languages, and the development of critical literacy. Previous language instruction, including PYP and MYP, are considered when placing students in DP language classes.

The goals of language instruction are:

- Understanding that language is socially constructed and impacts identity and thinking

- Development of critical literacy and multiliteracy

- Increasing proficiency in mother tongue as well as an additional language or languages, with the ideal result being multilingualism

The learning of additional languages greatly contributes to the holistic development of students. Proficiency in an additional language gives students access to a broader range of input, experiences, and perspectives, and is believed to raise achievement in other subject areas, as well as giving the students the enjoyment of being able to communicate in a language other than their native tongue. The development of communication skills in more than one language supports the concept of an international education and promotes multilingualism and multicultural understanding. Through traditional Language B classes at the Standard Level or ab initio, students will be prepared in post-secondary education and their career field of choice.

Language Practices in the DP *continued…*

DP Language B offerings build from previous language instruction in the MYP and include:

- Chinese (Mandarin) ab initio

- French B SL

- French ab initio

- Spanish B SL

- Spanish ab initio

Mother tongue support in the 11th – 12th grade

Support for students with a mother tongue other than English is available in all courses taught in English through differentiation of instruction and support by English Language Learner (ELL) teachers as appropriate.

English Language Learner (ELL) high school students in the 11th -12th grades receive dedicated English language instruction through an assigned ELL class. Classes are offered based upon the ELL student's proficiency in English. Instruction in all classes focuses on developing proficiency in listening, speaking, reading, and writing and is based on the Colorado English Language Proficiency (CELP) standards.

Beyond the ELL Classroom

The ELL teacher also assists other teachers in the school with developing appropriate instructional supports for ELL students to meaningfully access 11th – 12th grade-level content. ELL students can also receive direct help from ESL staff members in other academic topics when necessary. The ELL teacher collaborates with counselors to plan the transition from high school into further education or careers.

Language Policy Support and Review

Staff will participate in ongoing professional development pertaining to best practices for language instruction. To ensure that best practices are shared, updated, understood, and implemented by the DCCHS community, the Language Policy will be publicly available to the community and revised on a regular, ongoing basis with input and consensus from stakeholders.

Works Cited

[Colorado Department of Education](#)

[IB Standards and Practices](#)

[Academy School District 20 Policies](#)

Policy Revised

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