

Cherry Creek Schools Special Education Advisory Committee

November 12th, 2026

SEAC Meeting Dates

2026 - 2027

DATE & TIME	LOCATION	TOPIC
10/8/2026 **9:30–11:30 AM**	Fremont – Room 164 14603 E. Fremont	School Year Kick Off! *ESS (Educational Student Services) Presentation*
11/12/2026 **9:30–11:30 AM**	SARC – Room 303 & 306 14188 E. Briarwood Ave	IEP Consultation *IEP Q & A*
12/10/2026 **9:30–11:30 AM**	ISF – Room 146C & 146D 5416 S Riviera Way	Resources Fair *Summer Programming*
1/14/2027 **9:30–11:30 AM**	Fremont – Room 164 14603 E. Fremont	CCIC *Tour & Parent Coffee*
2/11/2027 **9:30–11:30 AM**	SARC – All Rooms 14188 E. Briarwood Ave	Regulation *w/ Jen Zapanta*
3/11/2027 **9:30–11:30 AM**	TBD	CCSD – Special Teams *Assistive Technology, ASNT, Brain Injury, Vision, DHH*
April 2027	Not Applicable	No Formal Meeting *due to Golden Heart Celebration*

Parent Steering Committee



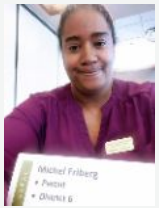
Tiffany Jenkins



Terra Swazer



Deja Robbins



Michel Friberg



Alissa Beck



Carleene Bennett

CONNECT

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Cherry Creek Schools

INSTAGRAM

@ccsd_seac

FACEBOOK

Cherry Creek Schools Special Education Advisory Committee

Questions? Scan Here

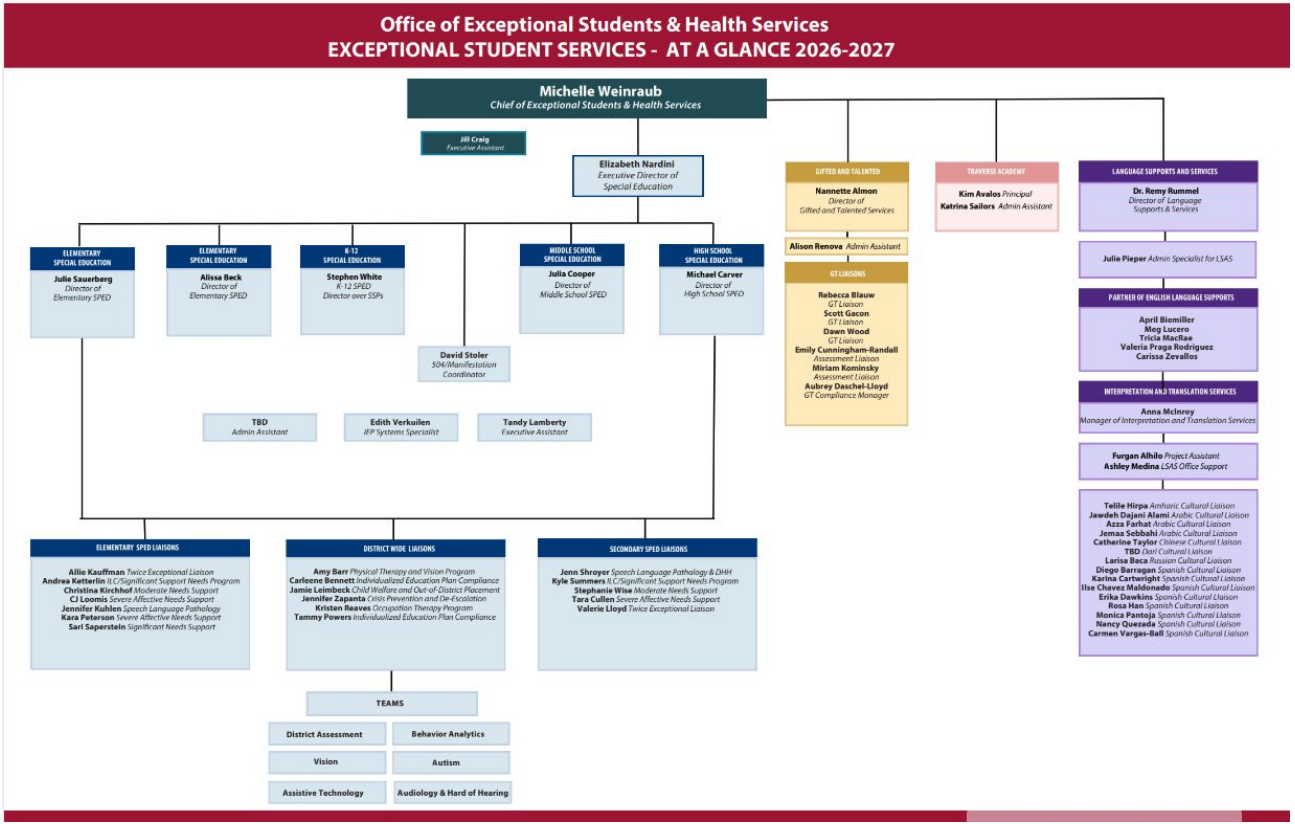


Have a question for the committee?

Core Values Operationalized



CCSD Special Education Org Chart



2027 CCSD Golden Heart Awards

This prestigious award is for any individual who has "opened their heart" to touch the life of a Cherry Creek School District student with special needs.

This includes, but is not limited to, bus drivers, teachers, cafeteria workers, paraprofessionals, specials teachers (media, art, P.E., music), those in support positions, students, and community employers.

Nominations will be open from October - December 2026





SCHOLARSHIP

Linda Snelgrove Scholarship

Linda Snelgrove taught Special Education at Grandview High School, retiring in 2023.

She is a champion for all, a defender of rights, an advocate for all abilities and an inclusion warrior. Her kindness, dedication, generosity, creativity, empathy and joyful nature created an environment where kids could thrive, parents could trust, and colleagues could grow.



2024 AWARD WINNER
Ziarra Gaiter



2025 AWARD WINNER
Mallory Kachelries



2026 AWARD WINNER
Freya Finlay



This scholarship supports students that endeavor to be involved in special education through teaching, therapy or support services

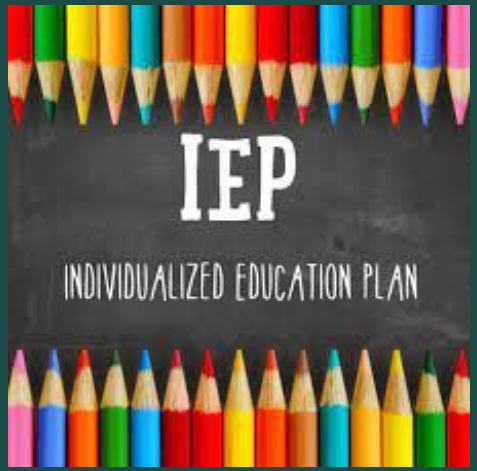
CCSD BOE Updates



Community Partnerships

Developmental Pathways

CCSF
Cherry Creek Schools Foundation



IEP 411

Alissa Beck & Carleene Bennett

SEAC

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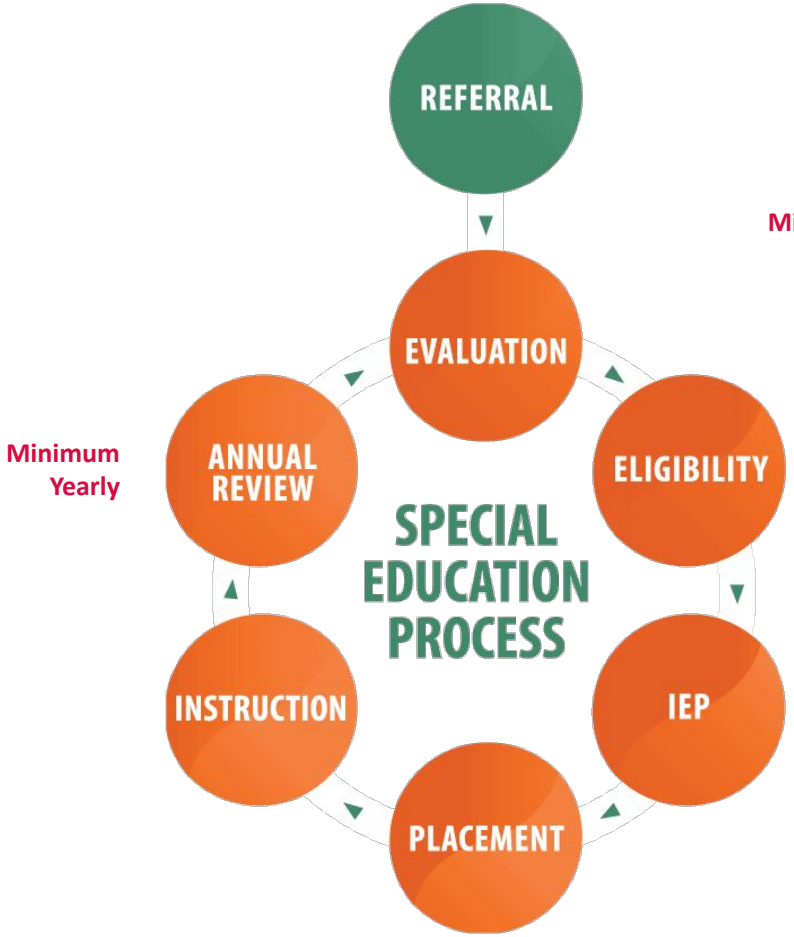
HOW IT WORKS

The Special Education Process



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ELIGIBILITY

IDEA 14 Disability Eligibility Categories



Fourteen disabilities have been identified under Exceptional Children's Educational Act (ECEA).

Those persons from three to twenty-one years of age who, by reason of one or more of the following conditions, are unable to receive reasonable benefit from general education.

https://www.cde.state.co.us/cdesped/sd-main

- Autism Spectrum Disorder
- Deaf-blindness
- Developmental Delay
- Hearing Impairment, Including deafness
- Infant/Toddler with a Disability
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment (OHI)
- Serious Emotional Disability (SED)
- Specific Learning Disability (SLD)
- Speech or Language Impairment
- Traumatic Brain Injury (TBI)
- Visual Impairment, Including Blindness

EVALUATIONS

DAT – District Assessment Teams

DAT completes all initial special education evaluations and eligibility determinations for CCSD elementary schools as well as private schools within the CCSD boundaries.

Assessment Teams Include:

- Special Education Teacher
- SLP / OT / PT / Mental Health (as needed based on evaluation questions)
- General Education Teacher
- Family of Student

If I have questions about my child - who should I contact?



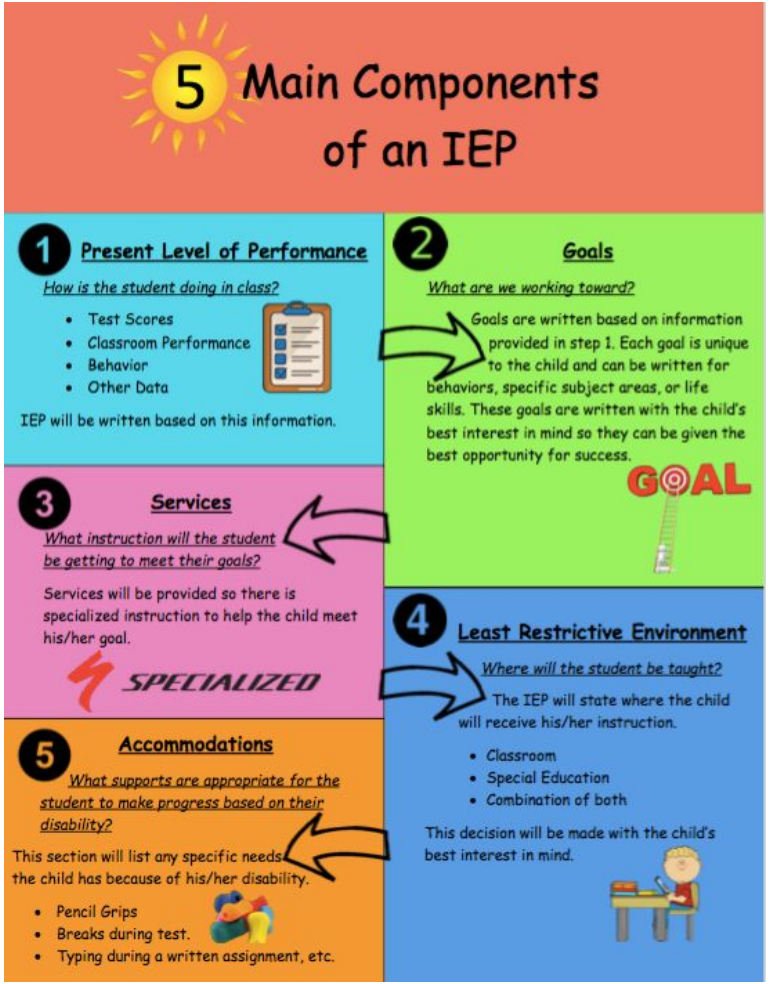
Our child has completed an outside evaluation, or has a medical diagnosis… *How is this information used in the evaluation process?*



What is the difference between an *Initial Evaluation and a Re-evaluation?*

IEP 411

Main Components of an IEP



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Present Levels of Academic Achievement & Functional Performance Including Input from Parent & Student

Student Strengths, Preferences, Interests

What are the student's education/developmental strengths, interest areas, significant personal attributes and personal accomplishments as indicated by formal or informal assessment? Be sure to include specific feedback from the student.

Present Levels of Educational Performance Summary

Include results of initial or most recent evaluation, including, if appropriate, the results of any interventions, progress monitoring and gap analyses.

Student Needs and Impact of Disability

How does the student's disability affect his involvement and progress in the general curriculum and participation in appropriate activities?

Parent/Student Input

Consideration of Special Factors

Annual Goals

Progress Report (Describe how parents will be informed of Cooper's progress towards goals and how frequently this will occur.)

Goal 1
Area of Need:
Projected Achievement Date: 12/12/2024
ESY: No
Unit of Measurement:
Baseline Data Point:
Evaluation Method:
Measurable Goal:

Accommodations & Modifications

Accommodations

Modifications

Extended School Year Determination IDEA 300.106

Summarized findings based on completion of the ESY Predictive Factors.
The student did not experience severe regression on his IEP goals and objectives.

The student did not require an unreasonably long period of time to relearn previously learned skills.

Predictive factors do not indicate the need for ESY services.

State and District Assessments

Accommodations and modifications must reflect those used in daily classroom instruction.

Service Delivery Statement

Statement of types and anticipated location of services to be provided to and on behalf of the student. If the student was found eligible for ESY services, be sure to include a description of those services here. For transition aged students, special education and related services must link to the postsecondary goals in the transition services section. 300.320(a)(4) and (7)

Special Education and Related Services in the Least Restrictive Environment

Specialized Instruction Area and/or Related Services *300.320(a)(4)*	Location	Special Education or Related Services	Service Provider Role *300.18 & ECEA 3.04*	Start Date *300.320 (a)(7)*	End Date *300.320 (a)(7)*	Frequency of Special Education/Related Services *300.320(a)(7)*		
						Minutes	Frequency	Direct/ Indirect
				12/13/23	12/12/24			

Recommended Placement in the Least Restrictive Environment (Special Education Setting) IDEA 300.320(a)(5)

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children without disabilities; and special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

Placement Options Considered	Selected	Describe the possible advantages and disadvantages of this placement option for the student and the modifications/supplementary aids and services considered to reduce possible disadvantages to the student.

Prior to Meeting: General education class at least 80% of the time

Placement Date: 12/13/2023 **Placement Type:** Ages 6-21

LRE Setting:

- Time in general education environment:
- Time outside general education environment:

Prior Written Notice IDEA 300.503

The IEP includes services to be provided to assist your child to make progress. The Present Level of Academic Achievement and Functional Performance includes information about the data used as a basis for the decisions recorded in the IEP.

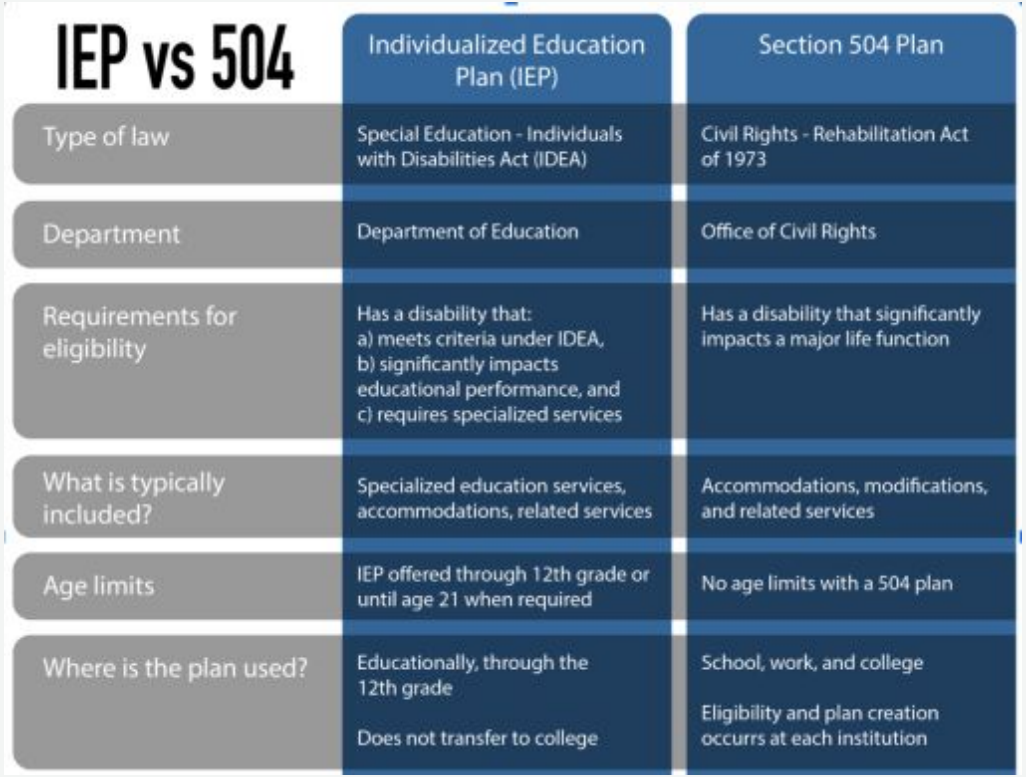
Other options considered and the reasons each option was rejected:

Other factors considered:

COMPARE

What is the difference between a 504 plan and an IEP?

SOURCE
https://www.understood.org/articles/en/the-difference-between-ieps-and-504-plans



IEP vs 504	Individualized Education Plan (IEP)	Section 504 Plan
Type of law	Special Education - Individuals with Disabilities Act (IDEA)	Civil Rights - Rehabilitation Act of 1973
Department	Department of Education	Office of Civil Rights
Requirements for eligibility	Has a disability that: a) meets criteria under IDEA, b) significantly impacts educational performance, and c) requires specialized services	Has a disability that significantly impacts a major life function
What is typically included?	Specialized education services, accommodations, related services	Accommodations, modifications, and related services
Age limits	IEP offered through 12th grade or until age 21 when required	No age limits with a 504 plan
Where is the plan used?	Educationally, through the 12th grade Does not transfer to college	School, work, and college Eligibility and plan creation occurrs at each institution

LIAISON SPECIFIC Q&A

Break Out Sessions

Liaison Specific Question & Answer

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- **Moderate Needs**
- **Significant Support Needs (ILC)**
- **Behavior Development / Affective Needs**
- **Related Services**
  - Speech Language
  - Physical Therapy
  - Occupational Therapy
  - Mental Health

Resources

Understood.org

https://www.understood.org

Colorado Department of Education – Office of Special Education

https://www.cde.state.co.us/cdesped

Cherry Creek SEAC Webpage

https://www.cherrycreekschools.org/Page/2812



See you in December