
SPECIAL EDUCATION NEEDS POLICY

Herbert A. Ammons Middle School
International Baccalaureate Middle Years Program



Program Information

The International Baccalaureate Middle Years Program (IB MYP) recognizes that students come from a variety of cultures and backgrounds and have a range of academic needs. We have a responsibility to provide these students equal access to the curriculum through our inclusion model or our consultation model. This allows our students with an IEP to access grade level material in a general education setting with the needed support. Those involved carefully implement and monitor each student's Individual Education Plan (IEP) as well as 504 Plans.

Examples of this include students with the following exceptionalities:

- Specific Learning Disabled
- Other Health Impaired
- Autism
- Deaf or Hard of Hearing
- Language Impaired
- Speech Impaired
- Visually Impaired

Individual Educational Plan (IEP)

If the child is eligible for special education (SPED) services, an individual educational plan (IEP) is developed to address the child's specific needs. Depending on the IEP, these special educational services may include individual or small group instruction; teaching modifications; and/or physical, occupational and speech therapy. The parent or guardian must give consent for services before the IEP can be implemented.

The school communicates with parents through a quarterly report regarding the child's progress on each of the goals that were developed at the last IEP meeting. The quarterly

status report on goals reflects one of the following: mastery of the goal, adequate progress made, some progress made, or insufficient progress made.

Section 504 Procedures for Students with Disabilities

Students who have been diagnosed with one or more conditions affecting major life activities such as caring for one's self, seeing, breathing, walking, hearing, speaking, learning, reading, concentrating, thinking, communicating, and performing manual tasks, may qualify for a Section 504 Plan for Students with Disabilities. The procedures for initiating 504 accommodations are as follows:

- Student is referred to the School Support Team (SST), or, in the case of students with obvious physical or health needs that require accommodations, directly to the 504 team.
- If the SST determines it is appropriate to refer for 504 services, a Section 504 team consisting of a person who knows of the documented disability, a person who knows the student, and a person who knows of accommodations, convene to discuss the need for a Section 504 plan. Parents and students are encouraged to attend all meetings and provide input that would help the team in making decisions.

Section 504 teams convene for annual or interim meetings to review and, if necessary, revise, the plan. Section 504 requires that reevaluations occur every three years, before any significant change in placement, or at the request of the parents or school personnel. Section 504 evaluation means reviewing information from a variety of sources, such as teacher observations, standardized test scores, report cards, and information from parents and medical providers, to gauge the effectiveness of the plan in meeting the student's educational needs.

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a federal law that protects the rights of students with disabilities and provides additional support and assistance in special education services. These rights, or procedural safeguards, are intended to ensure that parents have the opportunity to be a partner in educational decisions.