



## JEWETT MIDDLE ACADEMY MAGNET

*An IB World School*

Special Education Needs/Inclusion Policy



Jewett Middle Academy Magnet has two school counselors who counsel students and parents in addition to participating in conferences between teachers, students and parents. As part of our implementation of the MYP the counselors frequently refer to the learner profiles during these counseling sessions and meetings. Students who desire counseling obtain a pass from their teacher to speak with their counselor. It is also common for teachers and parents to refer students for counseling, particularly when students experience stress at home or when their work or behavior concerns a teacher. Counselors oversee students depending on grade level and first initial of last name. In addition to these responsibilities, they also oversee student scheduling.

### **Exceptional Student Education (ESE) Services**

Exceptional Student Education services enhance the instructional program of our school by helping students who are encountering roadblocks to successful learning. These students come to us with an Individual Education Plan (IEP) that is a legal document, individualized for each student, mandated by state and federal laws, and representing various exceptionalities.

We implement the consultation service model, and all students are enrolled in regular education classes, being fully included in all aspects of the curriculum. The ESE teacher to ensure their IEP's are being followed and accommodations are being implemented in the classroom and on standardized tests to give the students every opportunity to be successful monitors' students.

Students may also be referred to the Student Support Team if they experience difficulties in the classroom. The team works on strategies to help that student find success or refers the student to the Student Support Team for further evaluation.

The ESE teacher meets regularly with the students' teachers to consult on their progress and to develop interventions when needed. She meets with students one-on-one to help them develop academic goals and strategies for success. These strategies include assistance and instruction in organization, study skills and agenda checks. Personal responsibility is encouraged, as students are held accountable for their goals and overall progress.

The ESE teacher also helps students with self-advocacy, so they can take ownership of their school experience. Assistance is provided in the general education classroom with assignments and projects as well as implementation of classroom and standardized tests. The ESE teachers assists students with accommodations such as extra time, small group/individual setting, and oral presentation. Acting as a liaison between the school and home is another role of the ESE teacher, and IEP meetings, which include parents, student, and teachers, are scheduled regularly to ensure compliance.

Most of all, the ESE services provided at Jewett Middle Academy are designed to encourage our emerging students to gain confidence to be the best they can be.



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### **504 Services**

The School Counselors at Jewett Middle Academy Magnet ensure that 504 plans are implemented, and accommodations are being followed in the classroom and on standardized tests. Teachers are given copies of their students' 504 plans at the beginning of each school year. In order to meet middle school expectations, a parent meeting may be held to discuss the plan and revise it as appropriate.

Parents can request additional meetings at any time throughout the school year. School Counselors monitor the plans as needed. It is our goal to make sure that we are meeting the needs of all our students regardless of their disability.

### **Gifted Education Services [EP]**

The gifted facilitator meets with the incoming student by traveling to their school while they are still fifth graders, discussing each student's needs with parents, School Counselor and the gifted teacher. At this meeting, they learn about the student's personality, strengths and needs, and they collaborate to identify appropriate gifted goals for the next three years.

The Science Department as well as designated Elective classes address the needs of our gifted students in classes comprised of mostly gifted students. As the Science teachers work with the students they monitor each student's progress related to these gifted goals, sending home progress reports and maintaining documentation. In three years, students and parents meet again with the gifted teacher and facilitator.

At this meeting, students, teachers and parents reflect on the experiences from the past three years and discuss suggestions for the future. Parents and students also meet with the Gifted Facilitator for the high school they have chosen to answer any questions or concerns involving the transition from middle school to high school. During this meeting, new goals appropriate for the high school curriculum are also determined.