

IEP/ 504/ ESOL and the IB MYP Personal Project

Please review how the Personal Project meets IEP and 504 accommodations and ESOL student needs:

1. Extended Time

- a. The project is year-long and independent, providing ample time for completion. Therefore, students can work on the project with the support of parents and schedule and organize their time so they can meet the due date.

2. Organization/Prioritizing of Tasks

- a. The project is chunked into manageable parts with specific, but flexible due dates. The chunks have corresponding videos and resources.

3. Establishing Clear Expectations

- a. The project is graded with a rubric, which is provided to students from the beginning of the project.

4. Unlimited Access to Information

- a. Dr. Showers has a website where all the information can be accessed without username or password (<https://ibmypnorthatlanta.weebly.com/>). The Personal Project guide with suggested dates and timeline are accessible on this website. The website includes videos and resources which follow the process and provides extra guidance.

5. Additional Support from staff

- a. In addition to the advisement teacher, Dr. Showers is available to students for questions and concerns about the MYP project. In some cases, the ESOL teacher, Study Skill, and/or Case Manager may offer an additional layer of support.

6. Additional Support

- a. Dr. Showers will hold 2 parent meetings.
- b. Dr. Showers will keep the calendar in ManageBac up to date.
- c. Students will receive ongoing updates and reminders about each step via Managebac emails.
- d. Grace Periods may be given at the discretion of Dr. Showers, the Personal Project Coordinator.

7. Exempt Students

- a. Exempt students will not complete a personal project based on recommendations from ESOL, 504 or Spec. Ed. Department.
- b. Students must complete an alternate essay to meet the Personal Project requirement for DP/CP courses.