Novi High School Inclusion Policies and Practices

PURPOSE

As a diverse, suburban, public school, an inclusion policy provides Novi High School with the opportunity to be explicit about the ways in which we support the learning of all students.

STUDENT PROFILE

We consider diversity in terms of ethnicity, language, and learning. Our population is 64.66% white, 23.91 % Asian, 7.57% Black, 2.5% two or more races, 0.91% other and 0.41% Native American, .03% Native Hawaiian or Pacific Islander. Within this population, 63% are English speakers, however, 55 languages make up the other 37%. Around 100 of our students receive Multi-Tiered Support Services, over 160 have 504s, and almost 100 qualify for IEPs.

PHILOSOPHY

As a public school, our mission is to provide ALL of our students with the knowledge and skills to become passionate and empowered citizens who are prepared for the future (for themselves and the world). Evidence of our commitment to that belief is in our programming. Our system of support strives to meet the individual needs of each learner. All students receive high-quality tier 1 instruction. Some students require supplemental support within the classroom or more intensive intervention services outside of the classroom to address specific skills and to help them grow as learners. Therefore, we provide programs to support and challenge all of our students including Universal Design Accommodations, Multi-Tiered System of Support, English Language Program, Special Education Services, Center-Based Programs, Career Training and Education, Advanced Placement courses, the Advanced Placement Capstone Diploma, and the International Baccalaureate Diploma and Career-related programs.

INCLUSION PRACTICES

Novi Community Schools Universal Accommodations

Environmental

- (K-4) Students will be provided a visual schedule of their day
- Students will have access to flexible seating options within the classroom
- Students will have access to a flexible work location for independent work within the classroom

Behavioral

- School-wide: Behavior expectations are articulated, taught, and posted in the school building and in the student handbook.
- Classroom: Behavior expectations are articulated, taught and posted in the classroom and syllabus/etc.
- Students will be provided verbal and non-verbal redirection prompts for off-task behavior
- Students may utilize sensory tools within the classroom (as long as the use is appropriate)

Instructional

- Students will have access to Assistive Technology (i.e., Co-writer, Snap and Read)
- Students will have access to a support that will help them prepare for an assessment (i.e., study guides, class notes, rubric with success criteria)
- Students will have access to copies of class notes (if notes are being taken in class), after first attempting to take notes in class

Organizational

- Students may take pictures of planner, notes or assignments
- Students will have access to graphic organizers for writing assignments (except for writing assessments that do not allow for the use of graphic organizers)
- (K-4) Students will have access to a home-school communication system (i.e., folder/planner/digital system)

Assessments

- Students may request to have assessment directions be read aloud
- Students will have access to use a highlighter for non-computerized assessments

Multi-Tiered System of Support (MTSS)

As stated in the Novi High School Course Catalog

What is MTSS?

MTSS Stands for Multi-Tiered System of Support. ALL students are in one of three tiers at the high school.

> **Tier 1:** Teachers use research-based best practices to instruct and engage students. When a student does not master a skill, teachers offer other opportunities and ways of learning.
>
> **Tier 2:** When a student consistently demonstrates that they are not proficient in a subject area, teachers identify students to receive additional support time with an instructional coach. This may occur inside or outside of the academic class in small groups of 5-8 students, several times a week.
>
> **Tier 3:** When a student is receiving support in tier two and consistently demonstrates that they are not proficient in multiple subject areas with group support, they will receive individualized and small group support with a coach 4-5 times per week in groups of 1-3 students.

About the Team

The MTSS Team was created to better meet the needs of students who are struggling to succeed in the traditional classroom setting. The team splits their days between classroom teaching and student support hours. During the student support hours, coaches work with small groups of students in their classes, reteach concepts for students who are struggling, and support students individually as needed.

Student Qualification Criteria

Students have been identified as needing extra support if they have multiple data points indicating they are struggling. The team examines NWEA scores, end of course final exams, and final grades. In addition to data, students past and current teachers provide feedback on student performance in class.

Types of Support Available

- **One-on one support:** With the help of classroom teachers, the MTSS team will occasionally provide identified students with additional one-on-one instruction or practice during class or Advisory.

- **Additional Scaffolding:** The MTSS team will work with a student's teacher to help break assignments into smaller, more manageable chunks. Additional resources such as graphic organizers, brainstorming activities or additional practice opportunities may be provided as well.

- **Collaboration:** The MTSS team is a connection between parents, counselors, teachers, and students. Better communication can help deliver instruction that is more responsive to individual student needs.

Students in all Novi High School Programs, including Advanced Placement, the International Career-related Program, and the International Diploma Program are part of this policy.

Students who receive Tier 2 or Tier 3 support may qualify for AP accommodations and/or IB inclusive arrangements. The AP/IB Coordinator will work with the 504 and IEP coordinators to ensure requests are made in a timely manner to ensure proper support during testing.

Project Find, Special Education/Section 504 Notice

The Novi Community School District offers evaluations, programs, and services to individuals who are identified as having, or who are suspected of having, a disability as defined in either the Individuals with Disabilities Education ACT (IDEA) or Section 504 of the Rehabilitation Act of 1973. These services are available to eligible persons ages birth-26 who reside within or attend a K-12 school program within the Novi Community School District attendance boundaries. Referrals are accepted from parents, staff members, community agencies, and other interested parties. For more information about available services, parent/student rights or referral procedures, contact the Novi Community School District Office of Special Education at 25345 Taft Road, Novi MI 48374, or call (248) 449-1200. For questions about Section 504 classification, please contact your student's assigned counselor or Kailee Chichila, 504 Coordinator.

English Learner Program

The Novi Community School District seeks to provide every child, regardless of national origin or native language, quality, and meaningful educational instruction. Consequently, students who are English Learners (ELs) are provided instructional services through an English Language Development (ELD) program, which is designed to meet their unique needs.

English Learners are self-identified and placed according to the results of WIDA testing. According to our student handbook, "Limited English proficiency should not be a barrier to equal participation in the instructional or extracurricular programs of the district." Course curriculum is planned and chosen by highly qualified, certified teachers in the district. The course progressions are listed in our Course Catalog. *See Language Policy for more details.*

Special Education

On the **Novi Community Schools District Webpage: Special-Education**

What is Special Education?

- Specially designed instruction (IDEA)
- Special Education Team Roles (MDE)
- IEP Fact Sheet (MDE)
- Initial Evaluation Fact Sheet (MDE)
- Special Education Process Fact Sheet (MDE)

Procedural Safeguards & MDE Links

- MDE Procedural Safeguards
- MDE Family Matters
- Michigan Administrative Rules for Special Education (MARSE)
- MDE Due Process Procedures

Child Find

- Early On Michigan
- Determination of Eligibility for Michigan Mandatory Special Education for Infants and Toddlers, Birth to Age Three Introduction (MDE)

Determination of Specific Learning Disability

Determination of Specific Learning Disability

MDE Requirement for Local Plan of SLD Determination

In May 2010, the Michigan Office of Special Education and Early Intervention Services under the Michigan Department of Education (MDE) published "Michigan Criteria for Determining the Existence of a Specific Learning Disability" (hereafter referred to as MDE Criteria Document for SLD). This document issued the following requirement of local school districts.

On or before September 1, 2010, each local educational agency (LEA) and public school academy (PSA) must publicly post on their web site, or make public through other means, the process or combination of processes which will be used by the LEA or PSA to determine the existence of a SLD. (§ 300.307(b) and § 300.600(d)(2)).

This requirement greatly reduces the previous reliance on use of "severe discrepancy" formulas and requires consideration of a Response to Intervention (RtI) model for identifying students with specific learning disabilities as an alternative to the discrepancy model.

In part, federal regulation § 300.307(a) of IDEA states:

(a) A State must adopt … criteria for determining whether a child has a SLD . . . In addition, the criteria adopted by the State

(1) Must not require the use of severe discrepancy between intellectual ability and achievement for determining whether a child has a SLD . .

.

(2) Must permit the use of a process based on the child's response to scientific, research-based intervention; . . .

Local Statement of Plan Adoption

The Novi Community School District uses a Pattern of Strengths and Weaknesses Process for the determination of a Specific Learning Disability for all buildings and all grades and include the following:

1. The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the areas identified at 34 CFR §300.309 (a)(1)(i) when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards; and

2. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade-level standards and intellectual development, that is determined by the Multidisciplinary Evaluation Team MET) to be relevant to the identification of SLD, using appropriate assessments, consistent with the IDEA Evaluation Procedures and Additional Requirements for Evaluations and Reevaluations.

Additional information can be found at the Michigan Department of Education through the following link.

Michigan Criteria for Determining the Existence of a Specific Learning Disability

Evaluations and Eligibility
A student must be evaluated for special education and determined eligible in order to receive special education programs and services.
A multidisciplinary evaluation team (MET) evaluates students for suspected disabilities. The MET includes specialists with knowledge of the suspected disabilities. The Michigan Administrative Rules for Special Education (MARSE) outline the specialists needed for each suspected disability.

Michigan Administrative Rules for Special Education (MARSE) With Related IDEA Federal Regulations
Evaluations and Eligibility
Guidance for Timeline for Initial Evaluations

Center-Based Programs
Novi Community School District works collaboratively with the Oakland Schools Special Populations Department and other districts within Oakland County when student needs are not able to be addressed through programming located in the district.

All programs for students with disabilities in Oakland County are designed and operated by local districts, including center programs for students with the most significant needs.
Decisions regarding placement of students is individualized. For questions regarding center-based programming options, contact the special education department at (248) 449-1413.

SUPPORT FOR TEACHERS SUPPORTING STUDENTS

- Teachers teaching ELs students are SIOP trained, however the training is regularly offered to all staff.
- Teachers with students receiving MTSS – see MTSS above
- Courses with a large number of students with IEPs have a special education teacher to co-teach the course
- Knowledge of and training on Universal Accommodations
- Opportunity to meet with Diversity, Equity, and Inclusion Committee

EQUITY AND ACCESS IN AP AND IB PROGRAMS
All students at Novi High School are encouraged to select courses and programs that meet their educational needs and future plans. As a policy AP and IB courses and programs are open to all students, if they complete the necessary coursework to be successful in these courses and programs (see Novi High School Course Catalog for pre-requisites). To participate in either the IB Diploma Program or Career-related ***program***, students have to complete an application that asks them to consider their goals, preparation, as well as skills they have and skills they would like to develop. All students applying to IB programs must meet with the IB Counselor and/or IB Coordinator to review their applications and specific needs.

ACCOMMODATIONS FOR STANDARDIZED TESTING
All students who qualify for accommodations for standardized testing must provide written parental consent in order to ensure accommodations are in place for testing. IB testing requires consent by November 1 of the testing school year, AP testing requires consent by December 1 of the testing school year. Other standardized testing dates vary and require consent as soon as possible.

COMMUNICATION WITH PARENTS AND GUARDIANS

This document, as well as the other IB policies, is posted on the IB Schoology Group. IB meetings with parents occur various times during the year in order to ensure understanding of IB policies.

POLICY DEVELOPMENT

This policy is documentation of practices currently in place. Reviewed by Shailee Patel (Director of Special Education Services), Draby Hoppenstedt (Director of Student Support Services), Matthew Dickerman and Andrew Saari (Special Education Department Content Area Leaders), Amanda Squires (Interim Director of Special Education), Kailee Chichila (School Psychologist / MTSS & 504 Building Coordinator), Alaina Brown (IB Coordinator), Sarah Lephart (Counselor/IB CP Coordinator), Novi High School Diversity Equity and Inclusion Committee - **Fall 2021**

This policy will be reviewed annually in the fall to ensure it continues to reflect current practice.