

NORTHVILLE PUBLIC SCHOOLS
NORTHVILLE, MICHIGAN

ADMINISTRATIVE PROCEDURE

DIFFERENTIATED INSTRUCTION
PROCEDURE (504'S, IEP'S)

Philosophy and Beliefs:

Northville Public Schools places its highest priority on student learning and believes in the following:

- People learn in different ways, at different rates, and at different times. To this end, staff continuously monitor student progress to make appropriate, effective instructional decisions.
- All students shall have equitable access to curriculum aligned with state and national standards and other components such as the International Baccalaureate program regardless of identity or abilities.
- Student's performance and progress shall be continuously monitored through data analysis and collaborative planning to inform instruction.

Differentiation:

Differentiation can involve a change in the assignment, assessment, materials used, content, or instruction. Small groups, peer support, and the use of visuals, manipulatives and on-line resources all assist when reaching out to different learning styles and abilities.

Data plays an important role when placing students. It can range from formative observational classroom data and student feedback to summative national testing. Teachers can learn the student's specific strengths and challenges when working with them.

When appropriate, students with special needs are mainstreamed into the general education classroom. Those who need additional assistance experience will be provided different intervention strategies. Different levels of courses that comply with state and/or national standards are also offered that focus on both content and self-esteem.

Though student differences are acknowledged in order to successfully scaffold lessons, teachers seek to find commonality and assess to determine what students know and are able to do. Student needs lie at the center of learning decisions, strategies and objectives. Every effort is made to provide a positive learning experience for the student. Parents and students have an opportunity to participate in their child's educational plan and have open communication with the student's principal/teacher.

The district is committed to educational programs that recognize the needs of individual students. An integral part of this commitment is to provide programming for academically

talented students, both through differentiated instruction within the regular classroom and/or through special programming.

Inclusion

IB is *all* inclusive, and in NPS is designed to accommodate the needs of *all* learners. This includes the needs of special education students, as well as those enrolled in regular education. In cases of those students with an IEP/504, the IEP/504 will supersede the IB MYP requirements according to the terms and conditions of the IEP/504.

The district continuously reviews its policies and practices to be in compliance with state and federal laws such as the *Individuals with Disabilities Education Act* (IDEA) federal regulations at 34 CFR § 300.309 and the *Michigan Administrative Rules for Special Education* (MARSE) 340.1713.

Open Admission for DP and Wall-toWall Program for MYP

Students in grades 6-10, in all three secondary schools, are considered MYP students.

All Northville High School sophomores may choose to apply to the International Baccalaureate Diploma Program or its courses during the spring of their sophomore year.

The application process is facilitated by a high school committee – and is an open opportunity for all interested students in grades 11-12. Students can participate as course or full diploma program students.

Applications will be available online and through various informational High School Guidance programs. Transfer students are welcome to consider continuing their DP studies at NHS.

In addition, NPS has Limited School of Choice opportunities for students who reside outside our attendance zone. Please see this link for more information: [NPS School of Choice Website](#).

Moved from Policy to Procedure in 2017

Updated: February 2018

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