

Hillman Jr/Sr High School

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Hillman, MI 49746
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Hillman Elementary School

245 E. Third St.
Hillman, MI 49745
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www.hillmanschools.com

**Mission**

To educate and inspire all students to achieve their maximum potential.

Vision

Preparing our learning community for the reality of tomorrow.

Core Values

Achievement – We will reach our goals!

Excellence – We give our best!

Integrity – We do the right thing!

HES Student Selection Criteria

Hillman Elementary School - Student Selection Criteria for Prioritizing Services

Purpose

The purpose of this policy is to outline the criteria used to identify and prioritize students for additional services and support at Hillman Elementary School. The goal is to ensure that all students receive the appropriate resources, interventions, and assistance to meet their academic, social, and emotional needs. This policy will be reviewed and updated regularly to ensure its effectiveness and alignment with the school's mission and state requirements.

Eligibility for Services

Hillman Elementary School will prioritize students for additional services based on the following criteria:

1. Academic Performance

a. **Below Grade-Level Achievement:** Students who score below grade-level expectations on standardized assessments (e.g., state assessments, benchmark assessments) or classroom tests will be considered for academic support services.

b. **Ongoing Assessment Data:** Regular formative assessments, class participation, and progress monitoring tools (such as RTI or other monitoring systems) will be used to identify students who may need additional support. Students who demonstrate consistent struggles in core subjects (e.g., reading, math) will be prioritized.

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2. Behavioral and Social-Emotional Needs

a. **At-Risk Behaviors:** Students who exhibit disengagement, frequent absences, or disruptive behaviors that impact their learning will be identified for social-emotional support or behavioral interventions.

b. **Social and Emotional Struggles:** Students who demonstrate signs of social or emotional distress, such as anxiety, depression, or difficulties with peer relationships, will be prioritized for counseling or social-emotional learning interventions.

c. **Teacher Referrals:** Teachers will use observations and input to refer students who exhibit behaviors that impact learning and social interaction.

3. Response to Intervention (RTI)

a. **Tiered Support:** Students who are not responding adequately to Tier 1 (universal) and Tier 2 (targeted) interventions will be prioritized for Tier 3 (intensive) interventions. This includes students who have not shown progress despite receiving interventions in small groups or individualized instruction.

b. **Progress Monitoring:** Ongoing data from assessments and interventions will guide decisions about the need for continued or intensified services.

4. English Language Learners (ELL)

a. **Language Support:** Students who are identified as English language learners (ELL) will be prioritized for language development services to support their academic achievement in core subjects. These students will receive targeted instruction in English acquisition based on their level of proficiency.

b. **Cultural and Linguistic Considerations:** Support services will also consider cultural and linguistic factors that may impact student success and ensure appropriate accommodations and interventions.

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5. Special Education Needs

a. **Individualized Education Plans (IEPs):** Students with disabilities who have IEPs will be prioritized for the services outlined in their plans. Services may include specialized instruction, accommodations, and related services (e.g., speech therapy, occupational therapy).

b. **504 Plans:** Students with 504 plans will also be prioritized for the accommodations and supports necessary to ensure equal access to education.

6. Demographic Considerations

a. **Underserved Populations:** Priority will be given to students from low-income families, students of color, students experiencing homelessness, or those identified as being at risk due to factors such as limited access to educational resources.

b. **Achievement Gaps:** The school will focus on closing achievement gaps by prioritizing services for students who face systemic barriers to academic success, including those who qualify for Title I services.

7. Parent and Teacher Input

a. **Parental Concerns:** Parents/guardians may request additional support services for their children based on concerns about academic, behavioral, or emotional challenges. Input from families will be considered in the decision-making process.

b. **Teacher Recommendations:** Teachers will regularly review student progress and make recommendations for additional services or interventions, particularly for students who show persistent academic struggles or emotional needs.

8. Equity and Inclusivity

a. **Fair Access:** The school will ensure that the selection process is equitable and transparent, giving priority to students with the greatest needs. This includes

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ensuring that all students, regardless of background, have access to the services they require for success.

b. **Culturally Responsive Practices:** The school will ensure that the services provided are culturally relevant and inclusive, with consideration for diverse backgrounds and learning styles.

Review and Adaptation of Criteria

This policy will be reviewed annually by school leadership, instructional staff, and support personnel to ensure that the criteria remain aligned with state standards, best practices, and the needs of the student population. Adjustments to the criteria may be made based on changes in state or federal regulations, new research, or feedback from staff and families.

Conclusion

Hillman Elementary School is committed to providing the best possible education and support services for all students. The student selection criteria outlined in this policy will guide decision-making to ensure that resources are allocated efficiently and effectively to meet the needs of students in a fair and equitable manner.

Approval and Implementation

This policy was approved by the Hillman Elementary School leadership team and will be implemented at the start of the 2024-2025 school year. Regular updates will be communicated to all staff, students, and parents to ensure continued alignment with the school's mission and student success goals.

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