



Inclusion Policy IB MYP & DP

Hilton Head Island Middle & High Schools

HHIMS Mission Statement

The mission of Hilton Head Island Middle School is to provide challenging curricula with high expectations for learning that develop productive citizens who can solve problems and contribute to a global society.

HHIHS Mission Statement

The mission of Hilton Head Island High School is to prepare each student to become a productive, responsible citizen in a complex, global, technological age that requires lifelong learning.

Legal Requirements & School District Regulations

At Hilton Head Island Cluster Schools, we present a broad, balanced, and rigorous curriculum for all our students, while recognizing individual learning styles and providing accommodations for our diverse population. This helps individual students affirm their identity within the learner profile, set personal goals in the Approaches to Learning and become successful learners. We focus on developing critical thinking and reflective skills, research skills, and the development of independent learning, while incorporating intercultural and global understanding. Through recognizing the individual strengths and needs of our students, teachers, parents, and the community of the Hilton Head Island Cluster Schools work to ensure the success of all. Our vision is in support of the legal requirements as established by the guidance documentation below.

[Individuals with Disabilities Education Act](#)
[Section 504 of the Americans with Disabilities Act](#)
[South Carolina Gifted & Talented Program](#)
[South Carolina Multilingual Learner and Immigrant Child & Youth Program](#)
[Administrative & Instructional Regulations for Beaufort County School District](#)

Structure & Process for Inclusion

Our schools follow an inclusion model to provide support for students identified with Individualized Education Plans (IEPs), 504 plans, Individual Language Acquisition Plan (ILAP), and/or identified as Gifted and Talented. Students with special educational needs are provided access to the curriculum in the least restrictive environment determined for them. Teachers and specialists frequently assess the students to determine each child's individual needs and provide any special services, modifications, accommodations, and/or materials they require to access the curriculum and achieve their highest potential. For students demonstrating academic talents in a particular area, teachers address those needs through classroom differentiation. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students. Families are involved in this process. At our schools, we adhere to federal guidelines governing the education of students with disabilities, The Individuals with Disabilities Act (IDEA). It is designed to protect the rights of students by ensuring that everyone receives a free, appropriate public education regardless of ability level. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards. For multilingual students, we follow all state and federal guidelines mandated by the Office of Civil Rights in order to ensure equitable educational opportunities for all students. According to the South Carolina State Board of Education, gifted and talented

students are those who are identified in grades 1-12 as demonstrating high performance ability or potential in academic and/or artistic areas. These students require an educational program beyond that normally provided by the general school program in order to achieve their potential.

Rights and Responsibilities of all School Community Members

- **Multi-Tiered Systems of Support for Intervention**

In accordance with South Carolina law, Act 213, which directs districts to implement a Multi-Tiered Systems of Support (MTSS). MTSS addresses the needs of the whole child – academically, behaviorally, socially, and emotionally – through a holistic and personalized system of learning that incorporates academics and social emotional behavior into one framework. Hilton Head Island Cluster Schools use the MTSS approach, which provides early identification and support of students with learning and behavior needs. The MTSS process begins with universal screening of all children in the general education classroom. Parents are notified, and struggling learners are provided with interventions at increasing levels of intensity to accelerate their rates of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Parents are involved throughout the MTSS process with their child. The MTSS Coordinator stays in regular contact with parents to report on progress, celebrate student accomplishments, and work with the parent to help the child overcome challenges, both academic and behavioral.

With MTSS, a multi-tiered approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.

- Tier I includes approaches to teaching and learning and differentiation for all students;
- Tier II includes targeted group interventions in addition to Tier I. Students receiving Tier II interventions have a collaboratively-written action plan including a SMART (Specific, Measurable, Attainable, Relevant, Timely) goal, progress monitoring, and documentation of the outcome.
- Tier III includes additional, intensive and individualized interventions for students whose level two plans do not achieve the intended results. Students receiving Tier III interventions also have a collaboratively-written action plan including a SMART goal, progress monitoring, and documentation of the outcome.

NOTE: All three tiers are part of a comprehensive educational system. Therefore, the tiers should not be viewed as categorical placements or as “gates” to special education support and services. Referral for special education evaluation can be considered at any point in the process if data demonstrate continued lack of response to interventions.

MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. We envision a school environment where staff will provide each student with enrichment and support in academic, health, career, personal, and social/emotional development.

Teachers have dedicated time to discuss appropriate interventions for students who require MTSS. We have MTSS Coordinators at both schools, who work with parents and teachers to support students throughout the MTSS process. The ultimate goal of MTSS is that all students reach their academic and social/emotional potential so that they can solve problems creatively and become internationally minded learners.

- **Intervention Procedures for Multilingual Learners**

The Multilingual Learner PLC at each school is integral in supporting both our ML students and the faculty who teach them. The ML PLC provides professional development and helps support classroom instruction while also involving parents and the community in their goals. Teachers focus upon appropriately scaffolding instruction and providing authentic opportunities for differentiation to make the concepts and essential skills accessible to every student. Through the IB Unit Development Cycle, teachers intentionally plan instruction that is both horizontally and vertically aligned and considers students' needs. Differentiation, regular formative assessments to monitor student understanding, criterion-based assessment to isolate the skills wherein students need further support and practice, and the incorporation of varied and leveled materials, activities, and assessments are all included in our IB units. Data from WIDA Screener scores and ACCESS testing are used to determine student accommodations and approaches to teaching and learning. Formative and summative assessments vary in terms of verbal and nonverbal; written, oral, and kinesthetic; and individual and collaborative. The multilingual teachers send home ACCESS score reports so that parents are able to monitor their child's progress. These strategies and events support the growth and development of ML learners, and their inclusion, in turn, contributes to the culture of our school.

Multilingual parents and community members are invited to four multilingual learner events at each school every year. These events allow opportunities for teachers and administration to answer questions, showcase student work, and connect parents and guardians with a variety of community resources. Some ML parents volunteer for our school's International Night by setting up booths and donating food. ML parents at HHHHS also volunteer to celebrate the Cinco de Mayo Luncheon for teachers. ML parents participate in the MLP Parents Nights to better understand services, programs, and opportunities for ML students.

- **Differentiation**

Differentiation is an inclusive teaching strategy that occurs daily through teacher selection of content, process, product, and learning environment. By utilizing differentiation, teachers are able to set learning goals that measure proficiency while also allowing students to work and produce in a variety of ways according to their needs. In addition, focusing on both the IB Learner Profile and Approaches to Learning skills creates a way for students to differentiate for themselves. In being reflective and open-minded, students closely consider their own learning and experiences while understanding others. This allows students to better understand their abilities and use this knowledge to advocate for themselves and their individual needs. By encouraging students to be inquirers and thinkers, those students who learn in a different way have more opportunity to showcase their abilities while following their natural curiosity. The IB concept of encouraging risk-taking behaviors as well as caring and principled thought allows students of varied abilities to express themselves in an open and accepting forum without negative judgment or fear of humiliation. By self-selecting and using differentiation skills themselves, these students become knowledgeable as they are provided the opportunity to acquire in-depth knowledge and develop understanding across multiple disciplines.

Policy Review Process

This policy is reviewed annually and was last reviewed by each respective school's leadership and staff in the Spring of 2022. Additionally, each school had the policy reviewed by their PTO/PTA and SIC in the Fall of 2022. During each review, participants spent time reading and discussing the policy then offered their feedback regarding the policy.

