

Inclusion Policy

Happy Bridge Kindergarten (HBK)

Last revised: June 5, 2023

Part 1 – Alignment with the school's mission statement

The Mission of International Baccalaureate is: The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be successful.

The Mission of HBK is: To create an open-minded and caring learning community, a place where everyone enjoys discovery, embrace differences and values creativity. We share a passion and responsibility to build a better world.

HBKS's core values are:

- Each student is valued and destined for success.
- Diversity makes us stronger and more resilient, while the range of experience is vital to every child's overall development.

These values are firmly and universally held by all stakeholders of HBKS. Evidence of this culture is seen in classrooms, community outreach and involvement, extensive support for students, budgeting and hiring decisions, creation and work of solution-oriented task forces, regular analysis of data and trends, and most importantly, with, to and for every student.

Part 2 – Purpose and general principles

The purpose of this document is to outline the Inclusion Program at Happy Bridge Kindergarten (HBK). The Inclusion Program illustrates how classroom best practice, as well as formative and summative assessments, should be diversified and differentiated based on students' individual needs.

Our aim is to provide each student with the best chance to meet his/her maximum learning potential across the entire spectrum of learning ability. In order to do that, we must address the short-term and long-term needs of each individual student and provide support in the most appropriate setting with the available resources.

Part 3 – Rationale

In order to effectively implement these aims we will set out the rationale and guidance around teaching and learning to enable effective implementation. Teachers aim to give every pupil the chance to experience success and to achieve as high a standard as possible. All teachers are aware of, and have had training about, the impact of different teaching and learning styles. A variety of teaching styles are planned for throughout the IB curriculum and activities set that are appropriate. Proper differentiation is every child's entitlement.

Our teachers will guide the learning of knowledge, skills and understanding in ways that suit their pupils' abilities and that are led by their interests. When planning, teachers have high expectations and provide opportunities for all pupils to achieve, with support if required. The planning takes into account any resources that will need to be provided to enable all children to access the activities fully. Teachers are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn. They plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Students can vary in their levels of understanding and physical ability, and they should be enabled to achieve to their very best.

Part 5 – Links to other school policies

Language Policy

The Language Policy, acknowledging that language is a modality to provide instruction and maximize learning, is deeply connected to the Inclusion Policy. Language instruction is differentiated to meet the needs of all learners. Reading materials, real and virtual, are differentiated for our students. Our language program (including Home and Second Language) promotes international-mindedness in the school setting by affirming cultural diversity and cultural awareness, encourages open and respectful attitudes towards others and other cultures and promotes additive bilingualism and biculturalism, a goal of international education.

Assessment Policy

The Assessment Policy, acknowledging that data is crucial to understanding students and individualizing their academic program, is deeply connected to the Inclusion Policy. Teachers use assessment for a variety of purposes including: gaining understanding of students' thinking and processing, diagnosing student needs, checking for mastery of skills and concepts, guiding instruction, differentiating instruction, reflecting on the effectiveness of their teaching, providing opportunities for reciprocal feedback, and developing a student's sense of self-efficacy. Each of these purposes for assessment are seen through the lens of inclusion, such that each student can show thinking in ways adapted to his/her needs and abilities. Our teacher teams meet regularly to design and implement appropriate assessments and review student data to plan appropriate instruction to meet varying student needs.

Academic Integrity Policy

The Academic Integrity Policy, acknowledging that knowledge can be attained in a variety of ways, is connected to the Inclusion Policy. Each year, teachers lead discussions and model how and when to convert information to original text. Teachers use developmentally appropriate strategies and expectations to support student understanding of the importance of intellectual property.

Part 6 – Technology for Inclusion

Technology is a way to ensure that every student can maximize his/her ability to show what they know. HBKS believes that all students should have access to technology tools regardless of home accessibility. We have dozens of personal digital devices installed in our library and some other functional classrooms to facilitate children's knowledge learning and skills acquisition. HBKS has made available a variety of tech tools and applications to support learning in all modes for all students. Technology integration also provides for differentiation within the classroom and for homework.

Part 7 – Review and revision cycle

HBK will monitor and evaluate the impact of the Inclusion Policy to ensure that it regularly informs learning and teaching. The Inclusion Policy will be continually cross-referenced with other working documents such as our state standards, IB standards and practices, other policies and relevant documents. Documentation and storage of this policy will be the responsibility of the IB coordinator. Policies will be shared, and revised as necessary, with the governing body of the school. Bi-annually, and during self-study years, the IB coordinator will review, revise and readopt policy documents.

Bibliography

Learning diversity and inclusion in IB programmes International Baccalaureate Organization

(UK) Ltd, January 2016

Learning diversity and the IB Programmes: Special educational needs within the International

Baccalaureate programmes International Baccalaureate Organization (UK) Ltd, 2010

Meeting student learning diversity in the classroom International Baccalaureate Organization (UK)

Ltd, May 2013

Programme Standards and Practices International Baccalaureate Organization (UK) Ltd, 2014

Candidates with assessment access requirements International Baccalaureate Organization (UK) Ltd,

2009, updates to 2016

Appendix

Support Record									
Name		Sex		Age		Grade		Homeroom teacher	
Time									
Recent condition of student									
Counseling contents									
Arrangement of next counseling									
Whether the evaluation (if yes, please present the result)									
Start Date					End Date				