



HARARE INTERNATIONAL SCHOOL

INCLUSION PHILOSOPHY AND PROCEDURES

**A Boldly Diverse Learning Community that Inspires
curiosity, Embraces Challenge, Nurtures Personal Growth.**

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All Philosophies and Procedures at Harare International School (HIS) are developed by members of the community. In all cases we are guided by our Mission Statement, the IB Mission Statement, and the relevant HIS Board Policies:

HIS Mission Statement

A Boldly Diverse Learning Community that
Inspires Curiosity,
Embraces Challenge,
Nurtures Personal Growth.

IB Mission Statement

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 right.



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INCLUSION PHILOSOPHY AND PROCEDURES

Relevant HIS Board Policies

This student support services handbook is written in accordance with the following Harare International School Board policies:

A. Learning

We offer a high quality international education for all students that inspires curiosity, embraces challenge and nurtures personal growth.

As part of this policy, HIS will:

1. Challenge students through an inclusive, balanced educational program to develop intellectually, physically, socially and emotionally to their fullest potential.
2. Offer a challenging and coherent written, taught and assessed curriculum that addresses the needs of all learners and that is reviewed according to a curriculum review cycle.

B. Inclusion

We are a boldly diverse school, welcoming students of all nationalities, religions and individual identity, striving to accommodate students and community members of all physical or educational needs.

As part of this policy, HIS will:

1. Admit a diverse student body without discrimination on the basis of gender, religion, or race.
2. Aim to implement a fully inclusive approach to admissions on the basis of educational need and physical ability, exploring options for appropriate provision on a case-by-case basis.
3. Maintain and regularly review a Learning Support Handbook that guides the School in supporting students with specific learning needs.



C. Community

We are a multicultural community whose strength is in its diversity, and whose identity is founded on the principles and values promoted in our mission statement. We will actively foster community within the School, with our host country, and the community of international schools.

As part of this policy, HIS will:

1. Encourage parents to be partners in their children's education.

D. Well-Being and Safeguarding

We provide a safe, supportive and healthy learning environment, which promotes well-being and maintains appropriate safe-guarding procedures.

As part of this policy, HIS will:

1. Require all staff to adhere to HIS child protection guidelines and procedures, supported by relevant and regular professional development.

E. Facilities and Environment

We provide high quality purpose-built facilities to meet the holistic needs of our students and School community. We aim to increase the positive impact of our activities by actively promoting a culture of environmental responsibility in a planned and economically viable manner.

As part of this policy, HIS will:

1. As part of our commitment to inclusion, strive to provide equal access for all students who may have mobility or learning needs.

F. Human Resources

HIS will recruit and retain high-quality international and local staff members who consistently support, promote and apply the mission of the School.

As part of this policy, HIS will:

1. Ensure all staff members adhere to a staff code of conduct, which lays out the School's expected professional standards of behaviour.



HIS Inclusion Philosophy

HIS Mission Statement

A Boldly Diverse Learning Community
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The Student Support Services philosophy is strongly founded on our mission with the focus to ensure that the academic, emotional, social and physical needs of our students are met as they progress through the school.

The vision for inclusion in HIS is to continuously develop the necessary resources and systems that would allow us to offer services to meet a wide range of learner needs.

The Student Support Services comprises of:

- Counselling
- English as an Additional Language
- Health Department
- Learning Support

These departments all work collaboratively to ensure personalised and individualised interventions are planned for each student.

The needs of one grade level student are different from those in other grades. Issues of transitioning, developing, socialising, academic course selection, and issues associated with acclimating to a new environment are all key areas of focus as are safeguarding and the physical/mental wellbeing of each student.

As students move into the upper grades at HIS, their needs change specifically in terms of college/university preparation. Our programmes help students look forward by assisting in setting realistic goals to build the foundation of academic preparedness to have a successful university experience. Since teenagers are always in transition, the Student Support Services focus on the emotional and social skills necessary for our students to achieve success in all aspects of their lives.



We aim to equip every student with the skills necessary to find success in and beyond school. We strive to ensure students gain the skills and mindset that is reflective of all IB learners necessary to not only succeed, but to thrive as lifelong learners.

All of our department members are trained to meet specific educational needs of students in the different areas of the school (ES, MS, HS). There may be times when we will request students or their families to seek outside professional support to address specific academic, developmental, personal and emotional issues. Harare has a number of highly qualified specialists available. Contact details can be obtained directly from a member of the Student Support Services Department.

The HIS Student Support Department may assist students by:

- Supporting within the regular classes to develop exceptional needs and talents through differentiated instruction and extra-curricular activities
- Assisting students with adjustment issues
- Providing short-term personal counselling where appropriate
- Guiding students through the university admissions and selection process

The HIS Student Support Department may assist parents by:

- Consulting on issues affecting their child's academic, English language, social, or emotional growth
 - Presenting workshops on topics of interest and relevance to students and parents of HIS students
- The HIS Student Support Department may assist school-wide by:
- Coordinating with teachers to enhance academic success for individual students
 - Consulting with teachers and parents concerning the social, emotional, academic and English language growth of students
 - Referring to other mental health or learning support service providers where appropriate
 - Liaising with college admissions officers

Members of the HIS Student Support Department:

- May meet with teachers on a regular basis to discuss student progress and support
- May meet with parents to discuss student progress and support
- May meet with students on an individual basis to discuss
 - Social / emotional development
 - Language development support



- Conflict resolution
 - Transition
 - Future options
 - Specific monitoring where required
- May meet with groups of students to discuss:
 - Social / emotional development
 - Conflict resolution
 - Transition
 - Future options

The Student Support Services believes that all stakeholders have a vital role to play in ensuring all students thrive at HIS and for this reason, the following Roles and Responsibilities outlines just how each stakeholder can contribute:

All Stakeholders	Mission statement, Strategic Priorities, Wellbeing and Safeguarding
Board	Admissions policy along with the inclusion policy
Director	Recruitment, human / material resources, budget, offer advice
Admissions	Data collection, reports, documents
Principals	Screening, admissions approval, placement, recruitment of specialists, monitoring SSS programme, facilitate professional development for SSS staff
IB Coordinators	Provide advice when needed related to curriculum and course scheduling
Counsellor	Screening, admissions, placements, advisory, student review, student referrals, coordinate student support services
Learning Support Specialist	Review assessment reports, draw up intervention plans, advise on accommodations and modifications, support teachers and parents
English as Additional Language teacher	Identify and assess EAL needs of learners, plan and conduct lessons to meet the curricular objectives for EAL students, advise accommodations and modifications, support teachers and parents.



Home room teachers/advisory teachers	Responsibility of students in their charge, who are considered to be outside of normal developmental range and who have exceptional needs in certain areas
Parents	Partners in the student support services
CPO	First point of contact for any Child Protection concern or disclosure. Leads and supports any safeguarding investigation. Maintains confidential records in a secure location. Review and update Child protection procedures. Facilitates staff, student and community Child Protection awareness and training
Health	Provides initial first Aid medical treatment. Supports student health, safety and wellbeing needs. Promotes local and national health programs. Supports specialist health lessons, trains key staff members in First Aid and runs refresher courses for those already trained in First Aid.
Facilities Management	Ensures school facilities and fixtures are maintained to ensure safety and accessibility.

The Student Support Services has an open-door policy where students and parents may make an appointment with the relevant staff member when the need arises. Home-school partnerships are paramount for student success, and clear communication between all stakeholders is essential. The Student Support Services Department understands that by knowing our students as individual learners, we can ensure that differentiation and best practices are used to teach and assess learner outcomes. We understand a balance of inclusion; accommodations, specified advisory lessons and/or attendance in a specialised class can be utilised to best meet the needs of our students.

Confidentiality

It is the professional obligation of all HIS staff to uphold the HIS code of conduct in line with issues of confidentiality.



HIS Inclusion Procedures

Child Protection at Harare International School

What does Child Protection mean for the HIS community?

HIS is defining a standard for the treatment of all children and youth — that they be treated with respect and dignity at all times. HIS endorses the UN Convention on the Rights of the Child, of which the host country, Zimbabwe, is a signatory. As such, at HIS we have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect. Child protection standards defined by HIS encompass all cultures and international law. When given reasonable cause to believe that these rights are violated, HIS will seek all available resources to restore those rights.

**This document should be read in conjunction with the Harare International School Code of Conduct. (Appendix D E)*

Definitions:

Physical abuse is defined as “any non-accidental physical injury to the child” and can include, but is not limited to, striking, kicking, burning, or biting the child.

Neglect is the persistent failure of a parent or other person with responsibility to meet a child’s basic physical, physiological, and/or safety needs that may result in serious impairment to the child’s health or development.

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways.

Emotional abuse is the persistent ill treatment of a child as to cause severe and adverse effects on a child’s emotional development.



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Sexual Exploitation refers to the transactional nature of some forms of abuse. It is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online.

Online Sexual abuse and Exploitation is the sexual abuse of children using digital technology. This commonly includes grooming children with a sexual motive, creating, viewing and distributing child sexual abuse material (child pornography and self-produced sexual images or 'sexts') and coercing and blackmailing children for sexual purposes. This abuse may be perpetrated by individuals or gangs, young people or adults and may include in person contact or only online contact. As technology advances, new forms of this crime are emerging.

The Role of the Child Protection Officer

The Child Protection Officer is the first point of contact for all reports of child protection concerns. The CPO is responsible for hearing child-abuse concerns and dealing with concerns by informing the Director and by conducting an initial inquiry. The CPO, as a member of the Child Protection Team maintains a central database of police checks, code of conduct and staff training. The CPO reviews and updates school procedures in relation to Child Protection visibility, staff training and raising awareness. Additional responsibilities include: gathering and maintaining records regarding safeguarding incidents, managing the referral process, keeping parents informed, informing the Director and implementing procedures.

Teams

The Child Protection Team meets twice annually. This team is made up of: the Child Protection Officer, Counsellors, the School Director, the Nurse, the Principals, an Elementary School teacher, a Middle or High School teacher. This team focuses on prevention, staff training, and student education.

The Child Response Team comes together when there is reasonable cause to follow up on a disclosure. This team is made up of: the School Director, the relevant Principal(s), Child Protection Officer and the relevant counsellor(s).



Additional members may include, Homeroom or Advisory teacher, the Nurse, the IT Director, the Business Manager, the HR Manager and/or any other teachers deemed essential to support the response to the situation.

Reporting Procedures

All staff employed at HIS must report suspected incidences of child abuse or neglect to the Child Protection Officer as soon as possible within 24 hours, who will notify the Director. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with HIS protocols. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective Embassy, to the appropriate protection agency in the home country, and/or to local authorities. (Appendix C D)

Step 1

When a student reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher will seek advice from the Child Protection Officer as soon as possible within 24 hours. The Child Protection Officer, in consultation with the Director, will take initial steps to gather information regarding the reported incident. These may include:

- Discussions between the student and Counsellor in order to gain more information
- In-class observations of the student by the Teacher, Counsellor, or Leadership Team
- A record of physical evidence
- Discussion with the parents

Step 2

Should there be reasonable cause, the Child Protection Officer and the Director will move to form a school based response team as needed to address the report, and a plan of action will be developed to assist the student and family. The following actions that may take place are:

- Meetings with the family to present the school's concerns
- Referral of the student and family to external agencies

Step 3

Subsequent to a reported and/or substantiated case of abuse, the following actions may take place:

- Provide in-school structures and guidance as appropriate to the student and family
- Provide the student's teachers with ongoing support



- Provide resource materials and strategies for teacher use
- Maintain contact with outside therapists regarding support for the student Should any form of the abuse continue, the following actions might be taken
- Notification to the sponsoring employer of the family
- Consultation with the consulate of the country of the involved family
- Consultation with the school's attorney
- Consultation with local authorities In all cases, steps taken will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained.

Record Keeping

All documentation of the investigation will be kept confidential and records locked securely in a school safe. Records sent to schools to which the student may transfer will be flagged to let the receiving school know there is a confidential file for the student. HIS will make every attempt to share this information in a way that will protect the student. In the event that the abuse or neglect allegation involves a staff or faculty member of HIS, the Director and Board Chair will follow Board policy pursuant to ethical professional behaviour.

Counselling

Social Emotional Counselling

The HIS Wellbeing programme plays an important role in supporting the academic and social success of students by incorporating wellbeing methodology into the educational philosophy of the school. The wellbeing programme aims to aid the holistic development of students therefore improving academic standards, organisational skills, social skills and the ability to work through personal problems. Families and students at times experience difficulties in their lives in which they feel they need extra support. These difficulties may be related to personal, social and emotional issues such as adjusting to a new environment, family breakdowns, loss of a relationship, stress or excessive worrying, feelings of isolation or intense sadness or friendship issues to name a few.



Role of the Counselling Team

The role of the Counselling Team is to work with students, teachers, parents and outside agencies/professionals to support the social and emotional development of students. This includes:

- Social skills
- Emotional awareness and regulation
- Peer Relationships
- Developing self-esteem
- General goal setting and coping strategies
- Providing confidential individual counselling
- Parent workshops according to need
- Consulting on specific cases with teachers
- Consulting on specific cases with outside agencies as and when necessary

Referrals

Referrals may come to the school psychological counsellors from parents, staff or the students. Referrals can be made through the following ways:

- Direct referral to the counselling team from the Head of School, year team leader or teachers
- Students and parents can approach the counselling team directly or email them at their individual emails

Referral form (Appendix J) from the referring staff member must be completed before an intake meeting will be held to gather information and history relevant to the treatment and needs of the student, this is done with parents if appropriate or in the case of HS students, individually themselves. During this time a referral form will be completed for the students confidential folder.

Following a decision on a best suited pathway the referral will take one of three intervention routes as follows:

In class intervention & monitoring – School psychological counselors will have in class observations of the student and provide strategies to the teacher to manage the difficulty. The presenting difficulty will be monitored regularly and the pathway reassessed if no improvement is made. This intervention is particular to ES, but may not be necessary for MS or HS.



Individual Counselling – Whole School: Families and students meet with a school psychological counsellor to address their concerns, complete an assessment and consent to 1:1 counselling (Appendix I). The duration of initial consultation with parents can vary, as can the number of consultations provided over a period of time. It is, however, not intended that consultations continue on a regular basis indefinitely.

On occasion, parents may not wish to meet with the school psychological counsellor, in this instance communication with parents will be made via the class teacher as relevant for each school. In addition to this, MS and HS students are able to refer themselves for individual counselling although students in Grades 6 to 9 are encouraged to inform parents of their choice to undertake counselling, thus setting up an initial parent meeting and gaining informed consent from parents. An initial meeting with parents and informed consent will be insisted upon if the presenting problems are deemed to stem from home life. Students in Grades 10 to 12 do not require parent involvement unless parent involvement is requested by the student or if the school is unable to meet the student's needs or is deemed in danger (refer to pg.17 Confidentiality).

The school psychological counsellor, in consultation with relevant parties (i.e. parents, staff, and/or students), may also refer a student to an external, appropriately qualified professional. Referrals to external professionals will be made when the nature of the concern regarding a student: a) cannot be properly treated in the school setting; b) the student's condition is chronic and primarily impacts the home life.

Individual Counselling guidance

Counselling is an intervention that students can voluntarily enter into if they want to explore, understand and overcome issues in their lives which may be causing them difficulty/distress or confusion. A counselling relationship has identified boundaries and an explicit contract agreed between the student, counsellor and where appropriate, parent/carer.

Assessment & Documentation

The school psychological counsellor will need to ensure the following documentation is completed before commencing individual counselling:

- Referral form (Appendix K)
- Parent/Guardian signed consent, where appropriate (Appendix I)
- Initial assessment completed by parent/guardian (where appropriate)



It is also advisable to have the following forms to hand in case they should be needed:

- Child Protection Incident Record (Appendix C)
- Telephone numbers for relevant external agencies that can provide support

Note: Although HIS takes measures to vet external agencies, parents must inform themselves of the service providers.

In the initial session with the student, the counsellor will explain the limits to confidentiality and the details of the counselling and information sharing agreement.

Confidentiality

The right of student confidentiality is a fundamental principle of the therapeutic process. At the same time, situations do occasionally arise when this right has to be superseded and decisions have to be made about sharing information, preferably with, but sometimes without the client's consent. The welfare of all students will at all times take precedence over confidentiality, in accordance with legal requirements and the protection of vulnerable individuals. All school psychological counselors have the responsibility to ensure that they fully understand the ethics, principles, obligations and law that govern these decisions.

Students will be informed that individual counselling sessions with the school psychological counsellor are in confidence, except where in the reasonable opinion of the counsellor:

- There is concern that the student will cause him/herself harm
- There is concern that the student will cause harm to another person
- The student discloses that he has suffered harm or the counsellor reasonably suspects that the student has suffered harm, sexual abuse or neglect

In instances where the school psychological counsellor has reasonable concern that the student is at risk of harm and intends to share information with the HIS Safeguarding Officer the counsellor should discuss this with the student first. It is best practice for the school psychological counsellor to share the concern with the student, explain the implications of reporting the concerns as a safeguarding matter. Documentation, case notes or files will not be released for any reason and none of the above will be recorded on academic reports or placed in the academic file. Only relevant staff will be informed if a student is on the counselling register. For confidentiality reasons only general themes will be discussed with other staff members when relevant or necessary for the welfare of the student.



Record Keeping

Practically, questions of data security arise if records are not managed carefully. In order to ensure standards of clinical excellence a formal case management protocol has been devised.

Each student receiving individual counselling will be assigned a code, which will be logged on the Initial assessment documentation that contains identifiable information. Initial assessment documentation is stowed in a lockable cabinet separate to weekly attendance and session summary documentation and housed in the Counselling Office.

The assigned code will be carried forward to anonymise the attendance record and session summary. These documents must be completed following each counselling session and stored in a locked cabinet. These documents must be completed using initials, factual information and should not be removed from site.

School psychological counselors are encouraged to complete all records of sessions before they leave at the end of a working day. Clinically, it is accepted best practice to record sessions in a timely manner after delivery, in order to aid recollection. School psychological counsellors may take their own individual process notes however great care is taken to ensure these records are completely anonymised and retained securely, they must be shredded when no longer needed.

All records must be rolled over at the end of the school year with files for leaving students being carefully archived and those moving into MS being handed over in a confidential meeting between counsellors.

Notes Requested by Courts

On occasions there may be requests regarding the release of client notes from solicitors in connection with legal action and/or requests from third parties for a report on client progress in therapy. In the interests of maintaining client confidentiality, psychological school counsellors at HIS will not release any client notes without direct court subpoena. Any requests should be discussed with HIS Legal Team and the school Director. If notes are subpoenaed by a court order the counsellor will make every effort to inform the student of the subpoena. Original notes are retained by HIS and a copy is delivered to the courts with a request to destroy them when no longer required.

Medico-Legal Reports

It is common for law companies to request client session notes. These requests are normally in support of client compensation and therefore in the best interests of the



client. All such requests are passed to HIS Legal Team in the first instances, who will instruct counsellors to undertake the following:

- Schedule a meeting with the client in question
- Explain the nature of the request
- Produce a report in conjunction with the client
- Send this report to HIS Legal Team, who will process it further

Accountability

All school psychological counsellors working at HIS are expected to abide by HIS school policies and procedures. School psychological counselors are members of their professional bodies. As well as adhering to HIS school policy and procedure, all counsellors will work to the Ethical Framework for their particular professional body and in accordance with legal obligations, including those related to the safeguarding of children and vulnerable adults.

University Counselling

In Secondary School, our aim is to develop self-regulated, self-directed, autonomous, independent, and resilient lifelong learners. As a student moves through the school, the goal is to ensure they become self-sufficient and self-directed learners who will go on to lead fulfilling and purposeful lives beyond school and the classroom. Each student has their own journey to travel through their school careers and their own pathway to their success. We believe that each student is unique and will have their own set of goals, destinations and ideals for success. It is essential that students are prepared for the inevitability of moving away from home and school.

We understand that each pathway will be slightly different, and each student will reach a different milestone in their school careers in their own time, therefore we have designed the Pathways Programme, a vertically and horizontally designed programme that develops the skills necessary to help the students prepare for life beyond school. This programme is designed to meet age appropriate developmental stages and to build the individual skills necessary to thrive in life during and after school.

The Pathways programme is structured in such a way as to ensure the students have as many opportunities as possible to explore who they are, who they want to become, their role in society and where they see themselves in the future. This is essentially a reflective, self-directed model that ensures that each student fully engages with this process in order to better prepare themselves for life beyond school.



It is tailored to meet the needs of each individual, while ensuring the students are aware of their own roles and responsibilities in their pathway development. This process is carefully directed and facilitated by the MYP/DP Counsellor and DP Co-coordinator who work alongside each student to guide and support them, while ensuring they take ownership of their own Pathway.

The Pathways Programme encompasses a number of lessons, activities and meetings. In addition to this curriculum is the creation of a space for the student to gain leadership experience, to display initiative and to illustrate passion and drive. An essential aspect of the university application process, particularly when applying for Scholarships is the ability to show these qualities. The application process is holistic and Universities are looking, not only at grades, but whether a student has leadership potential, can show that they have gone further in their areas of interests, such as taking on internships, studying or reading further around a specific subject outside of school or setting up a group relevant to the area of interest. Essentially the student needs to display a level of independence and initiative, going beyond what the school offers and looking for ways to work with and impact the community. Specifically, in an environment such as this, there is a wealth of community-focused projects available for the student to be involved in. Taking the initiative to join a group, start a group or to volunteer for something outside of the school indicates a level of maturity and development that Universities are interested in. Universities are looking for students who can bring valuable experiences to their school while indicating that they are socially minded and willing to give back to local communities.

In this regard HIS focuses on developing leadership opportunities for all students, from Grade 6 to 12. There are a number of new initiatives available for the students to be engaged in: Peer Mentoring Programme, Wellbeing Committee and more.

However, outside of creating the opportunities and teaching the importance of leadership, initiative and passion, it is the onus of each individual to embrace what is on offer and to take it a step further. This is not an area that can be forced or prescribed as it depletes the value of the entire programme. The aim is to teach students to set themselves apart and to highlight their individual strengths and what they can bring to any University.



Middle School

Middle School is a very distinct developmental phase in that the students experience so many changes – transition from Junior School to Secondary School, transition from childhood to adolescence, changing demands academically and socially emotionally. This is very much a stage of shifting into self-exploration, self-discovery and an element of egocentrism, with a focus on the self and less interested in others. It is a time to start separating from parents and establishing meaningful and influential relationships outside the home. At this age, students are looking for guidance and support, while having the space to explore boundaries and discover their strengths and find their own voice.

For this reason, Pathways focuses on a vertical programme that offers students an opportunity to discover their own strengths and push themselves out of their comfort zones in Grade 6, while discovering what makes them stand out and their unique selling point in Grade 8. Grade 9 offers an opportunity to explore their personal interests, strengths and skills as well as an opportunity to reflect on their MAP testing results to inform their current growth and how this may impact their choices later in their schooling.

Grade 10

At this stage of development students enjoy exploring where they fit in, looking at where they are going in their future and trying new things. Girls are further in their brain development, whereas boys aren't even halfway finished, which is usually the reasoning behind the 'leap before you look' actions of boys at these ages. Both girls and boys are able to solve their own problems a bit easier, and both have developed specific likes and dislikes as far as school subjects. They are likely to challenge teachers and parents on a majority of things, wanting more information as to how and why things have to be done a specific way, and may possibly even figure out their own method of solving problems that adults have not considered. Students at this age want to figure out things on their own.

Students at this stage usually have their close group of friends and prefer to spend time with those friends instead of their families. Many adolescents feel 'invincible' and will do and try things that they would never have thought of doing and trying before, because they are trying to figure out who they are becoming and who they want-or don't want-to become. This plays an essential role in guiding the students through this stage and preparing them for the IB options process and planning ahead to university and beyond.



IB DP

This is a complex stage for students as they move into the DP years with the increased academic pressures and expectations, along with social and emotional changes which can cause a great deal of stress. Along with these added pressures are university applications and demands for grades and academic performance.

Parental expectations at this time can add to the increased personal expectations adolescents place on themselves to achieve top grades, participate in extra-mural activities and apply to top universities.

For this reason, the DP focuses predominantly on University applications and processes along with preparation for life beyond school. Role of the Counsellor The role of the Counsellor is to work with the students, teachers, parents and outside agencies/professionals to implement and support the Pathways Programme which includes:

- Explicit Teaching – Addressing specific topics such as identifying personal strengths
- Parent/teacher consultations and meetings
- Transition events: Preparing students for transition from year to year, MYP to DP and into University
- Options Choices: Preparing for Grade 10 and the DP options process
- University and Careers advice and Guidance and the application process
- Individual counselling sessions

While the counsellor's role is to support students as they travel their individual path, it is essential to keep in mind that University research, Scholarship research and University Applications are ultimately the responsibility of the individual and the counsellor's role in this regard is one of support and guidance. It is not the responsibility of the counsellor to complete the application process for any individual. The success of this programme depends on the initiative and intrinsic motivation of each individual.

Health / Medical

Harare International School fully supports a diverse learning community, which includes fostering the health and safety of the whole child, irrespective of illness or learning difference in order to help the student learn effectively. Utilizing an evidence based approach, the Health Unit provides a holistic programme for each individual student by



promoting personal growth and academic success, irrespective of health needs. Maintaining a student-centered approach, the service will promote self-autonomy and advocacy through partnership with the student, their family and the wider multidisciplinary team.

School Health Unit will:

- Promote and protect the optimal health status of all individual students
- Provide health assessments by:
 - Obtaining individual health history
 - Screen and evaluate findings of any potential health deficit
 - Observe the individual student for development and health patterns through nursing assessment
 - Identify, review and refer to appropriate agencies any atypical health findings
- Develop and implement individual student health plans by:
- Interpreting and sharing the health status of the individual student to parents and school personnel
- Initiate referral to parents, school personnel and /or community health resources for intervention, support and maintenance
- Provide ongoing health counselling for the student, parents, school personnel and health agencies
- Utilizes existing health resources to provide appropriate care of all students
- Develop and implement procedures to support the health, safety and security of each student's well being
- Develop, implement and support procedures and practices to manage risks and hazards both within the school environment and while undertaking school excursions / activities

For the individual student the School Health Unit will:

- Provide initial first aid treatment for all students
- Promote good health habits among all students
- Organise and coordinate screening programmes pertinent to the school and community needs
- Maintain all student medical records while ensuring utmost confidentiality
- Assist in providing a sanitary and healthy environment in school



English as an Additional Language (EAL)

In accordance with our Language Policy, we embrace and nurture multilingualism and cultural diversity. We believe that language plays a crucial role in fostering identity and in developing intercultural understanding and international-mindedness. The IB Learner Profile plays an integral part of EAL teaching and promotes the qualities needed for students to engage with the world as responsible internationally minded citizens.

Language comprises sounds, words, facial expressions, gestures, signs, and symbols. Language is used to communicate thoughts, feelings, acquire knowledge, construct meaning, think critically and solve problems. Learning English as an additional language at HIS is a relevant, meaningful and challenging process. Students are given opportunities to practice and apply language through activities that promote critical thinking by interacting with adults and peers in realistic contexts. Learning engagements are differentiated to meet the individual needs of students in order to facilitate academic success and social integration.

Teaching language is transdisciplinary and plays a central role in all learning and teaching. Language teaching is therefore the responsibility of all teachers at our school. We build and sustain collaborative relationships between members of the school community. Learners, parents and teachers are partners in this learning process. We believe that the rich and complex language diversity of our school community is an important resource in the creation of a safe, inclusive and equitable learning environment where inquiry is nurtured.

The success of additional language learning and literacy depends on the proficiency in the first language. We recognize and affirm each learner's home language, utilizing the relationship between languages and cultures in the most beneficial and effective way. We also purposefully foster awareness of and respect for the languages and cultures of our host country, Zimbabwe.

Harare International School therefore teaches the necessary skills, concepts, knowledge and attributes, along a continuum of increasing language competencies to allow our learners to participate meaningfully in a multicultural and multilingual world.

EAL Approaches to Teaching & Learning



As an IB World School, Harare International School's EAL department embraces inquiry-based, transdisciplinary, student-centered learning to empower a culturally and linguistically diverse student body. Teachers ensure that EAL teaching and learning is conceptually focused, contextualized, collaborative, differentiated and informed by assessment, which encompasses the key values and principles of IB pedagogy.

Our goal is to promote authentic communication, enable students to access the curriculum and encourage the development of language for social integration. We facilitate the development of fluency in the four language domains (listening, speaking, reading and writing). Proficiency levels in each domain are measured by the standardised WIDA assessment, which informs student placement and level of support, monitors progress and guides teaching.

We use an individualized approach to scaffold student learning, utilizing a variety of teaching strategies and resources to meet each student's needs. There is an emphasis on practical activities, such as games, stories, role-play, discussions, debates, producing different text types, field trips, etc. We achieve this through a combination of pull out/push in support and small group instruction. We provide opportunities for students to take agency and explore their interests whilst encouraging them to make connections to their home language, culture and the wider community. In collaboration with subject teachers, we build students' understanding of fundamental concepts and develop transdisciplinary learning skills. EAL students are allowed accommodations such as bilingual dictionaries, extended time, explanation of directions, modified texts and assignments, modified reporting, etc.

Scope of the EAL Curriculum and Support

The EAL Curriculum aims to provide information and guidance for the whole school community (teachers, parents and students) about the teaching and learning of EAL at Harare International School.

EAL teachers will use a combination of pull out/push in support and small group instruction depending on individual needs. The pull out model of support offers individualized instruction for language development based on proficiency level. The push in model of support is responsive to the needs of EAL learners in a mainstream



classroom setting. It is a collaborative approach with the subject area/grade level teacher to offer support and access to content area curriculum.

The EAL Continuum for the PYP, MYP, and DP has been developed, with an awareness that learning is a developmental process and that the levels a learner moves through are not always parallel. It respects the fact that students often progress at different rates for each strand of language and at different developmental ages. For this reason, the content in the curriculum overview is presented as a learning continuum for

each of the language skills: listening, speaking, reading and writing. The content of the continuum has been organized into levels, with each level building upon and complementing the previous level. These levels are related to grade level expectations.

EAL instruction aims to develop the four language learning domains: listening, speaking, reading and writing. Each domain is divided into a six-level continuum that students move through while acquiring a language. Students develop their receptive, productive and interactive language skills described below.

Receptive skills: Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills: Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills: Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.



Levels of EAL Instruction

The progression of the various levels of English Language proficiency are informed by the CEFR (Common European Framework of References for Languages) and WIDA proficiency standards. The levels represent general skills for all four language domains (listening, speaking, reading and writing). Advancement to the next level and exiting the EAL programme are determined by WIDA assessment results, MAP scores, teacher recommendation, etc.

At each level the goal is to shape the level of English language proficiency at the students' specific level in terms of age-appropriate academic and social language:

- Linguistic Complexity- the quantity and variety of oral and written texts
- Language Forms and Conventions- types, array and use of language structures
- Vocabulary Usage- the specificity of words or phrases for a given context

The following information outlines the EAL outcomes for students in Grade 1 to Grade 12 at Harare International School. These outcomes provide the typical progression of learning, in each language strand, through each of the WIDA Levels. The outcomes provide an overview of the overall expectations/goals, conceptual understandings, knowledge and skills that are developed throughout the levels.

When starting at Level 1, students could reach Level 6 in 5-8 years depending on individual circumstances.

The EAL placement levels for students are outlined below:

Beginner Proficiency
Level 1: (Entering WIDA)
Knows and uses minimal social language and minimal academic language with visual and graphic support
Level 2: (Emerging WIDA)
Knows and uses some social English and general academic language with visual and graphic support
Intermediate Proficiency
Level 3: (Developing WIDA)
Knows and uses social English and some specific academic language with visual and graphic support
Level 4: (Expanding WIDA)



Knows and uses social English and some technical academic language
Advanced Proficiency
Level 5: (Bridging WIDA)
Knows and uses social English and academic language working with grade-level material.
Level 6: (Reaching WIDA)
Knows and uses social and academic language at the highest level measured by this test. The student is approaching native level proficiency.

Criteria for Eligibility and Student Placement in EAL

All students who are learning English as an additional language must meet the eligibility criteria for EAL support in HIS. The WIDA English language assessment will be administered to prospective or new EAL students at HIS to determine their English proficiency level. Additionally, the students' previous school/learning experience will be considered to determine the appropriate level of EAL support. Any student that obtains a composite score between 1 and 4 on the WIDA will be then eligible for EAL support. In some cases, the EAL team may decide that a student who has a composite score above 4 on the WIDA may still need specific EAL support in order for them to achieve academic success at grade level standards.

Criteria for Exit of EAL Support

Student exit from EAL support is determined by WIDA assessment scores, MAP test results (where applicable), reporting and input from classroom teachers as well as conversations with the student and parents. Students who have become proficient in English and score in the range of 5 for all language domains and are successful in their grade level content area classes without modified materials and texts will be considered for exit. Students who are approved for exit are then monitored for one year to ensure a successful transition.



Learning Support Services (LSS)

HIS aspires to an inclusive approach to teaching and learning for all students. HIS also acknowledges that some students with exceptional needs will require extra support to achieve success. Supporting the diverse needs and providing appropriate instruction for all learners is the responsibility of all teachers.

HIS recognises that students who are more able and talented will be accommodated within the school's regular programme through differentiated instruction and extracurricular activities. Moreover, the Learning Support Specialist may provide enrichment and extension activities for specific individuals and/or small groups.

In keeping with the philosophy of the least restrictive environment, HIS strives to create an optimal learning environment for students with exceptional needs by increasing access and opportunities for such students to access and engage with the curriculum. This involves a continuous process of identifying and removing barriers to learning, pedagogy and curriculum.

Resourcing

Guided by available resources, educational programmes at HIS serve all student needs. In cases where a student is admitted and requires additional learning support services, based on qualitative and quantitative data collected, the school may require parents to privately obtain assistance beyond what is covered by HIS.

Definitions

Learning Support: HIS defines learning support as any planned instruction or activity which is added to the prescribed curriculum in order to contribute to an individual student's well-being, attendance at school, access to and engagement with the curriculum, learning, progress, and achievement.

Exceptional Needs: HIS defines students with exceptional needs as those who cannot access or engage with the curriculum owing to the presence of learning or behaviour challenges. Exceptional students are also those who are more able and talented. Twice exceptional refers to a student who may be more able or talented with co-occurring learning or behaviour challenges.



Accommodations: HIS defines accommodations as various means for students to access and present information in line with HIS curricular outcomes.

Modifications: HIS defines modifications as changes to the curriculum.

Purpose of the Learning Support Services Procedure

The purpose of the HIS LSS procedure is as follows:

- To acknowledge the diversity of the student population in terms of a continuum of learning needs: at least 10% of any given school population is normally deemed to have exceptional learning needs (NFI, 2014)
- To communicate guidelines for service provision for students requiring learning support that are in alignment with the HIS Mission, as well as with the IB Philosophy and requirements for teaching and learning and assessment access in inclusive classrooms
- To communicate clear guidelines for procedures and practices to all stakeholders on service provision for students requiring learning support
- To establish clear expectations and responsibilities for all stakeholders and partners in the provision of LSS
- To identify useful resources to implement inclusion

Scope of Learning Support at HIS

Under the stewardship of a Learning Support Specialist these services may be conducted on a 'pull-out' or 'push-in' basis (assistance within the mainstream classroom) as warranted, provided that the school has the available resources to support the student. Furthermore, the Learning Support Specialist may also provide consultative support to classroom teachers by way of modifications and accommodations for students who do not require direct learning support intervention.

LSS Beliefs and Guiding Principles

HIS acknowledges the Next Frontier Inclusion (NFI) (2014) document for providing guidance and information in the articulation of our own beliefs and actions related to learning support services.

Belief	Actions to Support Beliefs
Each student is a valued and unique individual	Teachers <ul style="list-style-type: none">• Find out the learning needs and requirements of each student in learning support• Acknowledge that each student learns in his/her own way



<p>Each student has his/her own challenges and needs</p>	<p>Teachers</p> <ul style="list-style-type: none"> • Use multiple methods of assessments to come to know students well and holistically • Use a balanced model of learning support based on student needs • Seek best practices for learning support for each student based on his/her learning profile • Collaboratively formulate an intervention plan for each student <p>Provide clear communication both verbally and written to ensure common understanding with regard to student need and progress</p>
<p>Positive self-esteem is essential for student wellbeing and learning</p>	<p>Stakeholders</p> <ul style="list-style-type: none"> • Are respectful when talking to students and about them • Keep expectations high and offer respectful, age and developmentally appropriate learning tasks • Use student strength as the foundation of learning • Celebrate accomplishments publicly and privately • Acknowledge that students are active participants and contributors to their own learning
<p>Education is essential to establishing strong inclusive communities</p>	<p>Teachers</p> <ul style="list-style-type: none"> • Enter and exit students in alignment with stated procedures and practices (Appendix G and H) • Will model continuous learning in our own growth and development • Use positive presuppositions in all of our work and actively seek to address any misperceptions about students
<p>Every student has a right to privacy</p>	<ul style="list-style-type: none"> • Stakeholders will follow established protocols in managing student confidentiality (refer to current HIS Staff Handbook)
<p>Awareness and self-knowledge are essential for success in life</p>	<p>Teachers</p> <ul style="list-style-type: none"> • Are strong advocates for students • Teach students acceptance, metacognition, and self-advocacy • Understand and accept multicultural perspective in relation to exceptional needs whilst balancing advocacy for students' learning • Teach students how to manage behaviour and monitor their stress levels • Teach social skills within the context of daily interactions consciously supporting students in developing emotional intelligence
<p>Collaboration is essential to ensuring the quality of the student's learning</p>	<ul style="list-style-type: none"> • Teachers will strive to build working partnership with colleagues and families • Stakeholders will work as a multidisciplinary team • Teachers will engage students in collaborative learning



Process

The first point of reference for student admission to HIS is always the school's admissions procedures (Appendix B), including students with identified exceptional needs. On the other hand, we recognize that the admission of students with exceptional needs can be complex and requires thoughtful professional judgement and collaboration and needs to be undertaken on a case-by-case basis.

Additional guidelines on eligibility and admission to LSS are contained in Appendix G and Appendix H.

HIS teachers and parents may also identify students who are experiencing challenges with grade level benchmarks when the standard differentiated instruction in the classroom does not produce the desired progress. The counsellor facilitates further investigation and/or evaluations for the presence of learning differences.

All stakeholders must make decisions about the eligibility for learning support collaboratively. The decision about the model and tier of support required is the responsibility of the Learning Support Specialist. Each student's programme is designed to meet individual needs by emphasizing strengths, provision for the necessary remediation and supporting curriculum access (Appendix A).

Confidentiality

All Educational Psychology Assessments, Speech Assessments and Occupational Therapy Assessments, and other assessments that may be shared by parents with the LSS teacher, are confidential and shared only between the parents/guardians and the LSS teachers. Individual Intervention Plans are collaboratively compiled between the LSS teachers, teachers, student and parent/guardians based on the Educational Psychology Assessment, teacher feedback and the child's needs. The IIP's are shared with the student's classroom teachers.



Criteria for Eligibility and Student Placement in LSS

PYP

All students will need to meet the eligibility requirements to receive formal learning support services at HIS. Eligibility requires a formal identification / diagnosis of the areas of exceptional needs. Assessment for eligibility is typically done in the form of a full educational psychological evaluation. However, there may be instances when an occupational or speech therapy report could be used as the basis for eligibility. A Response to Intervention (RTI) based approach may also be used prior to suggesting an identification process up to Grade 2. From EC1- Gr 2 students are referred and given support on baseline data at the grade level for small groups or for IIP intervention.

MYP / DP

For MYP and DP programmes, students require an Educational Psychological report to enable them to qualify for internal (HIS) accommodations.

In order for a student to continue to receive LSS services in Middle School, the student must have an updated Educational Psychology assessment. An updated assessment is defined as one obtained at least eighteen months before entry into sixth grade and then every three years post this date. Students without an updated report will be unable to access the LSS facilities. Because learning profiles can change, an updated report is necessary to ensure students' current needs are identified and met and is essential for ongoing enrolment at HIS.

HIS does not have the facilities to do formal standardised assessments and testing, but does have the capacity to refer students to the appropriate professionals. It should be noted that a range of assessments are accepted as students enter the school, provided they have stated norm referenced and have been administered by qualified practitioners. These evaluations are summarised and interpreted by the learning support team and translated into an Individual Intervention Plan. Some further guidelines for learning support admissions based on NFI (2014) guidelines are contained in Appendix A.



Tiered model of intervention

TIER 1 - Mild Support

Students may receive support in the following ways:

- Consultative support from a learning support specialist: guidance from LSS provided to class teachers to support differentiation of lessons, assessments, homework monitoring, learning performance by LSS and the class teacher
- Class observations by LSS
- Possible assistive technology in class and/or for assessment purposes
- No direct LSS support time in place of another subject
- Early intervention (Pre-K to K2): based on evidence from grade level common assessment data; support is systematic and focuses on foundation skills; support is normally short-term and frequent; progress is reviewed at the end of a six to eight week intervention period to determine success of the interventions

Exit Criteria:

Students are working at the expected standards for at least six months.

TIER 2 - Moderate support

Students participate in the same curriculum content as his/her peers, and require accommodations and/or some modifications to one or more curriculum areas to access and demonstrate understanding of the curriculum. The focus of instruction may be remedial and aimed at teaching basic skills within the context of the grade level / class curriculum. Students are assessed with grade level criteria unless they are on an IIP with curriculum modifications. Students will have an IIP.

Students may receive support in the following ways:

- Consultative support from a learning support specialist: guidance from LSS provided to class teachers to support differentiation of lessons, assessments, homework
- Small group instruction, 1:1 support, pull-out sessions
- Possible assistive technology: learning and assessments
- 1-2 blocks of support in place of another subject area- in ES LSS lessons are mirrored with the mainstream class- e.g. pull out during language-LSS will also do language
- May benefit from additional external support services (Speech, OT, etc.)



Exit Criteria:

Students are working at the expected standards for at least six months.

TIER 3 - Intensive support

Students participate in a modified, or partially modified, program adapted from the grade level curriculum. The student may have a 1:1 learning assistant that attends to his/her learning and social, emotional needs throughout the school day, or has more than 2 blocks of support in place of other subject areas. Students have an IEP, requiring modifications and are assessed according to individual goals. Students receive a modified transcript at MYP/DP level.

Students may receive support in the following ways:

- 1:1 Learning Assistant for 50% or more of the school day
 - Modified outcomes in 1 or more subject area
 - Strategy Instruction lessons including life skills, vocational skills, social skills
 - Small group instruction, 1:1 support, pull-out sessions
 - Use of assistive technology
 - Additional support in social and/or emotional development
 - Additional external support services (Speech, OT, etc.)
- Exit Criteria: Students are working at the expected standards for at least six months.

Exit Process

A student may be exited from learning support when the Learning Support Team is satisfied that the intervention strategies have met the student's needs.

The following criteria are presented as a guideline for exiting a student:

- Students are working at the expected standards for at least six months. Based on standardised assessments and supporting input from class teachers
- Have a metacognitive understanding of their learning need
- Demonstrate their use of strategies to compensate effectively for their area of exceptional need
- Demonstrate effective self-advocacy skills

Students may be exited in phases from pull-out to in-class support only after the Learning Support Specialist makes the determination to withdraw formal learning support services. Withdraw is followed by a six month observation/monitoring.



Exiting a student from LSS services is a collaborative-based decision based on supporting evidence and records.

Assessment Accommodations

Students may access accommodations for tests, examinations and standardised testing in accordance with the IB accommodations regulations and those specific to testing regulations. The IB coordinators and the counsellors will facilitate these.

Reporting On Progress

Reviewing and communicating on student progress is an essential component of LSS.

The following reporting procedures and practices are in place:

- Collaborative compilation of the Individual Intervention Plan (IIP)
- Continuous feedback to the student by the Learning Support Specialist
- At least one student review meeting per semester

Additionally for each division the following practices are in place

PYP

- Evaluation of IIP twice per annum
- Student of Concern meetings with teachers
- Regular feedback to teachers, student and parents by the LSS teacher
- Written progress reports twice per annum
- Contributions to the student's portfolio from LSS as per PYP portfolio essential agreements

MYP/DP

- Student IIP progress is evaluated twice a year
- Student of Concern meetings with teachers
- Regular feedback to both student and parents by the LSS teacher
- LSS teacher meets subject teachers on regular basis to discuss student progress
- Student Support Team meets once per semester to discuss students' progress



Appendices:

Appendix A:

Accommodations and Modifications:

(Source: *The Next Frontier: Inclusion in International Schools*. A Practical Guide for School Leaders. Bill and Ocean Powell, September 201)

<u>Modifications</u>	<u>Accommodations</u>
<p>Student: Only for students with significant learning disabilities or those who may be exceptionally able.</p>	<p>All students, particularly those who are:</p> <ul style="list-style-type: none"> ● Diagnosed with mild - moderate learning disabilities. ● EAL ● English language delayed ● Struggling
<p>Curriculum: Changes made to curriculum to meet the individual of the students</p>	<p>No change to the curriculum; learning outcomes remain the same</p>
<p>Assessment: Criteria of assessment may be changed in order to meet the needs of the students</p>	<p>No change to the criteria of assessment</p>
<p>Grading: Grades may be modified and so indicated on report cards or transcripts.</p>	<p>No change to grading criteria</p>
<p>Examples: Partial Completion of Requirements: <ul style="list-style-type: none"> ● Learning 10 words instead of 20 ● Learning knowledge-based, concrete facts instead of abstract cause-and-effect relationships of various conflicts in history Adjustment Made for Learning Rate: <ul style="list-style-type: none"> ● Reinforcement of basic operations while the rest of the class learns fractions ● Providing altered reading level text when reading comprehension is being assessed as a standard or benchmark within a unit; typically in an English or Modern Language class. Alternate Curriculum Goals: <ul style="list-style-type: none"> ● For social inclusion, a student's grade is weighted to reflect collaboration skills and maintenance of appropriate behaviour as opposed to solely academic achievement Alternate Assessments: </p>	<p>Presentation:</p> <ul style="list-style-type: none"> ● Material of the same content at a simpler or more complex reading level. ● Layout of worksheets, tests, etc. is clear and uncluttered. ● Directions are repeated or presented in small steps. ● Graphic organizers are utilized as note taking aids ● Use of audio books instead of print copy ● Key vocabulary terms are highlighted ● Variety of visuals for new vocabulary or concepts used <p>Responses:</p>



Last Updated May 2021

<ul style="list-style-type: none">• Assessment tasks reflect changed curricular expectations / learning standards and is graded according to the individual achievement of the modified standard	<ul style="list-style-type: none">• Alternate versions of tests created to accommodate the student's disability or language level• Answers marked in book rather than transferring responses to separate paper• Oral or nonverbal answers such as pointing to the correct answer in place of written work• Short answer questions replace essay prompts, with the exception of when essay writing is being assessed. <p>Setting:</p> <ul style="list-style-type: none">• Use of study carrel• Offer of a quiet environment• Furnish special lighting• Provide background music• Make separate room available <p>Timing / Schedules:</p> <ul style="list-style-type: none">• Extended time• Frequent breaks• Scheduling specific classes / activities for certain times of the day
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Appendix B

HIS Admissions Guidelines

Admissions, Learning Support and English Language Learner Support

HIS offers a limited range of learning and language support services for those students who may need additional resources to become independent learners. The total number of students at HIS receiving learning support should ideally not exceed more than 9% in a particular grade. The total number of students admitted with learning support needs within these percentage quotas is always a decision made with the Principal and the Director.



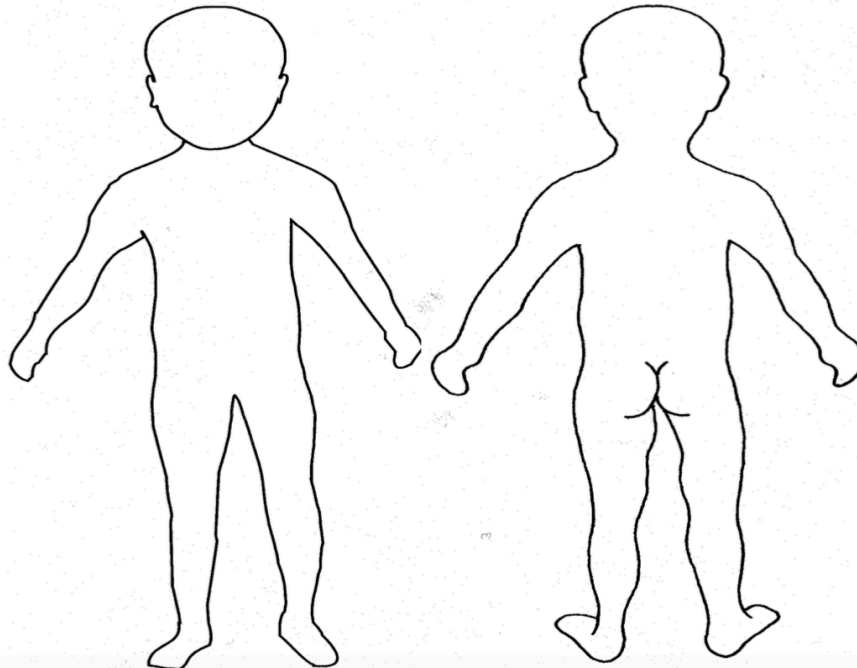
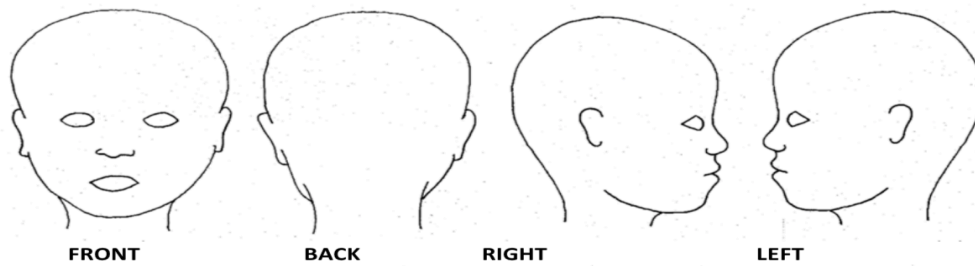
Appendix C HIS Child Protection Incident Record

HIS Child Protection Incident Record

Date of incident:
Location of incident:

Details of the incident

Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Offer an explanation where relevant. Attach a body map or other information, if appropriate.



Signature(s) of reporting staff member(s):

Date:



Last Updated May 2021

Please pass this form to the Child Protection Officer
Responses to the incident including the names of anyone to whom the information was passed.
Outcomes:
Signature of Child Protection Officer Date: Signature of Principal and/or Counsellor Date: Signature of Director Date:



Appendix D

HIS Child Protection Reporting Procedures

Flowchart:



In developing this document, Harare International School thanks:

- Nanjing International School (2018)
- CIS Child Protection Workshop, Singapore (April 2017)
- Douglas Walker, CIS Affiliated Consultant (Professional Development September 16, 2016)
- Shanghai American School's Child Protection Policy (2016)
- Association of International Schools in Africa (AISA) Child Protection Handbook (May 2014)



Appendix E

HIS Code of Conduct

Harare International School is committed to the safety and protection of children. This Code of Conduct applies to all employees and volunteers who represent the school and who interact with students in both a direct and/or unsupervised capacity.

The public and private conduct of employees, students, and volunteers acting on behalf of Harare International School can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

We should be aware of our own and other persons' vulnerability, especially when working alone with students, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviours with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for students at HIS.

We must show prudent discretion before touching another person, especially students, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. HIS employees and volunteers are prohibited at all times from physically disciplining a child.

Physical contact with students can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. One-on-one meetings with a student are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another member or supervisor is notified about the meeting.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that students are being abused in any way. Suspected abuse or neglect must be reported to the appropriate school authorities as described in the relevant procedures of the school.

Employees and volunteers should refrain from the illegal possession and/or illegal use of drugs and/or alcohol at all times, and from the use of tobacco products, alcohol and/or drugs when working with students. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to students. Employees and volunteers should not give gifts to students without the knowledge of their parents or guardians. Staff should check that any small gifts are given with the knowledge of the parent or guardian.



Communication with students is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between HIS parents, employees, volunteers, and students:

- Communication between HIS (including volunteers) and students that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) needs to be communicated to parents.
- Where possible, email exchanges between a student and a person acting on behalf of the school are to be made using a school email address.
- Electronic communication that takes place over a school network or platform may be subject to monitoring.

Reference: “Child Protection Handbook” - Association of International Schools in Africa, May 2014.

Harare International School – Code of Conduct

- Employees and volunteers who use any form of online communications including social media (WhatsApp, Instagram, Facebook, Twitter, etc.) and text messaging to communicate with students may only do so for activities involving school business.

Statement of Acknowledgement of Code of Conduct for Signature

I promise to follow the rules and guidelines in this Code of Conduct as a condition of providing services to the students participating in HIS programs.

I will:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with students at school activities without another adult being notified or behind closed doors.
- Use positive reinforcement rather than negative criticism, detrimental competition or comparison when working with students.
- Maintain appropriate physical boundaries at all times and touch students - when necessary - only in ways that are appropriate, public, and non-sexual.
- Comply with the reporting procedures of HIS to report suspected child abuse.
- Cooperate fully in any investigation of abuse of students.



I will not:

- Touch or speak to a student in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading students.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with students.
- Give a student who is not my own child a ride home alone without the knowledge and permission of their parents or guardians.
- Accept gifts from or give gifts to students without the knowledge of their parents or guardians.
- Engage in private communications with students via text messaging, WhatsApp, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business, without informing parents.
- Use profanity in the presence of students at any time.

I understand that as a person working with and/or providing services to students under the auspices of HIS, I am subject to a criminal history background check.

My signature confirms that I have read this Code of Conduct and that as a person working with students I agree to follow these standards.

I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from Harare International School.

Name: _____

Signature/Date: _____

Reference: "Child Protection Handbook" - Association of International Schools in Africa, May 2014.



Appendix F

ES Specialist Teacher's Feedback Form

ES SPECIALIST TEACHERS' FEEDBACK FORM
ACADEMIC YEAR 2020-21

NAME OF STUDENT: _____ GRADE: _____

The Learning Support Team has a few concerns regarding _____ and would like to get the input of all their teachers. Please could you respond to the questions below. Thank you.

1. Describe his/her learning and/or behaviour?

2. What does he/she do well?

3. What does he/she find challenging? How does he/she respond when challenged?

4. What does he/she enjoy doing?

5. Please include any other information you feel is important.

NAME OF TEACHER: _____

DATE: _____



Appendix H

Learning Support Services Intervention Flowchart (POST SSS REFERRAL)

<p><i>In addition to possible Classroom interventions a student may be entitled to any one or more of the following possible accommodations:</i></p> <ul style="list-style-type: none"> • Use of a laptop during exams • Use of spell checkers and or dictionaries • Extra time during assessments • Use of a scribe or reader during assessment • Increased regularity of breaks • Provision of calming down periods • Distraction-free testing • Use of graphic organizer • Use of assistive technologies • Monitoring by LSS personnel • Provision of teaching notes to circumvent copying • Use of tape recorders, Dictaphones and voice-activated software. • Increased print size <p>NOTE Possible interventions do not include alterations to the regular curriculum. However, interventions do include the “delivery” of the curriculum.</p>		<p align="center">GOAL Student works towards reaching potential unassisted in the mainstream classroom</p>			
			<p align="center"><i>After a teacher/s submit an SSS Referral Form, the Counsellor and LSS teacher meet to determine the management of the student’s case.</i></p>		
			<p align="center"><i>Learning Support Specialist Assigned</i></p>		
			<p><i>The Learning Support Specialist will:</i></p> <ol style="list-style-type: none"> 1. Summarize data in cumulative file 2. Meet with the relevant teachers and parents and share information 3. Develop an intervention plan that will be reviewed at least once a semester 4. Communicate the intervention plan with all relevant parties. 5. For LSS support, a current Ed Psych Evaluation will be required from Grade 3 onward to determine specific needs. The request for the evaluation will be sent to the parents by the Counsellor. 	<p align="center"><i>Short-term Intervention Plan meets student’s needs</i></p>	
		<p align="center"><i>Intervention Plan does not meet needs</i></p>			
		<p><i>The Learning Support Specialist will:</i></p> <ol style="list-style-type: none"> 1. Develop and monitor a reviewed Intervention Plan 2. Work with counsellor and class teacher to determine the implementation of the plan. 3. Determine the accommodations to which the student may be entitled (extra time, reader, scribe etc.). 4. Communicate the plan to all stakeholders 5. Review intervention plans on, at least, a quarterly basis and adjust where necessary. 	<p align="center"><i>Long-term Intervention strategies meet student’s needs</i></p>		
		<p align="center"><i>If the long-term intervention plan is unable to meet the student’s diagnosed needs, then it has to be established if HIS, as an institution, is an appropriate fit for the student?</i></p>			



Appendix I

Parent/Guardian Consent Form

Your permission is requested for your child, _____ to participate in counselling at Harare International School with the school counsellor.

Counselling is based on a trusting relationship between counsellor and student, for this reason the counsellor will keep information shared by the client confidential except in certain situations in which an ethical responsibility limits confidentiality.

You will be notified under the following circumstances:

1. The student reveals information about hurting himself/herself or another person.
2. The student or another person may be in physical danger. By signing this form, I give my informed consent for my child to participate in counselling.

I understand that anything that my child shares will be kept confidential except in the above mentioned cases.

Parent/Guardian

_____ Date _____

This consent will be on file throughout the time that your child attends Harare International School. You may revoke this consent at any time. Harare International School Counselling Department



Appendix J

Permission for the release of information

I, _____, hereby authorize the Student Support Services Department to:

disclose information to receive information from exchange information with

Name(s): _____ Phone #: _____

Name or Agency Name: _____

Address: _____

Regarding: _____ (Student Name – please print)

Parent/Guardian Phone: _____ Student's DOB: _____

The information to be disclosed is: Attendance information Summary of sessions All session records Withdrawal/Readmission recommendation Other (specify)

The purpose of this disclosure is for: Further treatment Withdrawal/Readmission process

Other (specify)

This consent is effective on _____ and expires on _____

I understand that I may revoke this consent at any time by giving written notice to the person or organization making this disclosure.

Student Parent/Guardian Signature: _____

Student Support Services Staff Member Name: _____

NOTICE: This information has been disclosed from confidential records. Any further disclosure without the specific written consent of the parent/guardian to whom it pertains exceeds the limits of this release. (However, there are ethical requirements that counsellors take responsible action in those situations 1) where there is danger of imminent harm to self or others, and 2) in the case of apparent child abuse.)



Appendix K

Student Support Services Referral Form

Counselling _____ EAL _____ Learning Support _____ Gifted/Talented _____

CONFIDENTIAL DOCUMENT

Student's Name: _____ Sex: M/F _____ DOB _____ Grade _____

Teacher/Referred by: _____ Date of Referral: _____

Additional Information – Complete if known or applicable

Parent/Guardian(s): _____ Hm. Phone: _____ Wk. Phone: _____

First Language: _____ Secondary Language(s): _____

Interventions:

Conferred with student Detention Parent Call Parent Conference
 Modified work Behaviour Contract Progress Report Other

Is receiving support services? NO/YES Learning Support _____ EAL _____ Other _____

Is the student on medication? NO/YES Name _____ Dose _____

I am referring the above student for the concern(s) checked below:

<u>Family</u>	<u>Social/Emotional</u>	<u>Classroom Concerns</u>	<u>Speech/Language</u>
<input type="checkbox"/> guardians	<input type="checkbox"/> angry	<input type="checkbox"/> classwork	<input type="checkbox"/> listening
<input type="checkbox"/> divorce/separation	<input type="checkbox"/> shyness	<input type="checkbox"/> homework	<input type="checkbox"/> speaking
<input type="checkbox"/> lives w/aunt/uncle	<input type="checkbox"/> fighting	<input type="checkbox"/> test grades	<input type="checkbox"/> reading
<input type="checkbox"/> lives w/grandparent	<input type="checkbox"/> defiance	<input type="checkbox"/> does not complete tasks	<input type="checkbox"/> writing
<input type="checkbox"/> chronically ill family member	<input type="checkbox"/> unhappy/depressed	<input type="checkbox"/> inattentiveness	<input type="checkbox"/> spelling
<input type="checkbox"/> neglect	<input type="checkbox"/> withdrawn	<input type="checkbox"/> anxious in class	<input type="checkbox"/> comprehension
<input type="checkbox"/> hygiene	<input type="checkbox"/> self-esteem	<input type="checkbox"/> often absent/tardy	
	<input type="checkbox"/> peer relationships	<input type="checkbox"/> constantly in motion	
	<input type="checkbox"/> bullying	<input type="checkbox"/> inappropriate responses	
	<input type="checkbox"/> self-harm	<input type="checkbox"/> disruptive	
	<input type="checkbox"/> grief	<input type="checkbox"/> auditory processing	
	<input type="checkbox"/> worried/anxious	<input type="checkbox"/> visual processing	
	<input type="checkbox"/> impulsive	<input type="checkbox"/> math processing	
	<input type="checkbox"/> always tired		
	<input type="checkbox"/> chronic illness		
	<input type="checkbox"/> substance abuse		

Office Use Only

Follow-Up: Student Conference: _____ S.S.T: _____

Teacher Meeting: _____ Testing Referral: _____

Classroom Conference: _____ Outside Counselling Referral: _____

Parent Conference: _____ Other: _____



Major Concerns/Comments: Please comment on the reasons for referral.

Child's Background: Do you have any knowledge of the child's previous educational experience (countries lived in, language spoken at home etc.)?

Classwork & Class Participation: What academic classwork is being done, or not done? Does this affect the entire class?

Behaviour: Comment on this student's behaviour in your class and any other observed behaviour during the school day. Does his/her behaviour affect your class as a whole?

Attitude: What is the student's attitude toward school in general?

Homework: What is the quality and effort of homework turned in? How much/little parental support do you detect?

Tests, Quizzes, Evaluations: How well does the student prepare for and succeed in taking tests/quizzes?

Which interventions have worked/not worked?

Please explain.

Please return this form to the Counselling Office (PYP , MYP/DP)



Appendix L

When to refer to school counsellor or child protection officer

School Counsellor	Child Protection Officer
You notice severe change in the child' s behavior over a period of time example: More than 3-5 days	Child discloses physical, psychological, sexual abuse or 'grooming indicators ', as well as issues related to personal safety
Child is having difficulty dealing with 'family changes i.e. Transitional/Relocation issues	You suspect Child Abuse or Neglect
Child's self- concept is low	You suspect extreme financial hardship in the home and the child needs supplies i.e. Shoes / food
A behavior modification plan needs to be drawn up between counsellor, teacher and child	The child is dwelling in a home where there is violence, substance abuse or addiction.
An illness or death in the family	A child has been absent excessively
The child daydreams or seems preoccupied/distracted a major portion of the day	Cyber violations i.e. Bullying., inappropriate use/access of adult websites.
Child's grades declining	A child is left home without appropriate adult guardianship [not including maid/ gardener] and no contact numbers shared.
Something seems to be 'bothering' the child – example, over emotional/ angry/ crying frequently.	
The child seems to concentrate on his/ her home life to the point that it interferes with school performance	
Child is self-harming	



Last Updated May 2021

All referrals must be undertaken through the 'HIS Student Protection Incident Record'

- **Discipline issues should be dealt with primarily in the classroom-** if continue despite classroom

interventions, refer to the Principal

- Copy the Principal in all referrals

- Note: the Counsellor, CPO and Principal work closely on all matters of Child Protection and will liaise closely

on all referrals pertinent to their individual responsibility.

- If in doubt, enquire via email, copying all relevant persons

- **External referrals** must only be undertaken by the relevant individuals referred to in this document



Sources:

The contents of this HIS Student Support Services Procedures document are informed, guided by and include suggestions from the following documents: -

- *IB Resource: General Regulations: Diploma Programme. (April, 2014)*
- *IB Resource: Candidates with assessment access requirements (Middle Years Programme) 2015*
- *IB Resource: Candidates with assessment access requirements (IB Diploma)*
- *IB Resource: Learning Diversity and Inclusion in IB programmes. (January 2016)*
- *IB Resource: The IB Guide to Inclusive Education: A Resource For Whole School Development (accessed 26 October 2017)*
- *IB resource: Access and Inclusion Policy (November 2018)*
- *IB resource: Meeting Student Diversity in the Classroom: removing Barriers in the classroom (December 2019)*
- *The Next Frontier: Inclusion in International Schools: A Practical Guide for School Leaders (Kristen Pelletier, Kevin Bartlett, William Powell, Ochan Kusuma-Powell, September 2014)*

Glossary:

ACRONYMS USED IN THIS DOCUMENT

- CEFR** Common Framework of Reference for Language
CPO Child Protection Officer
DP Diploma Programme
EAL English as an Additional Language
ES Elementary School
HS High School
IIP Individual Intervention Plan
ISA International Schools Assessment
KG Kindergarten
LSS Learning Support Services
MAP Measures of Academic Progress (Standardised Test)
MS Middle School
MYP Middle Years Programme
OT Occupational Therapist
PYP Primary Years Programme
RTI Response to Intervention
SAT Scholastic Aptitude Test



Last Updated May 2021

Policy Review & Update Information

This document was put together in the 19-20 school year by the different student support staff in order to have all student support services procedures in one 'handbook' and to align their philosophy procedures where possible. In the 20-21 school year this handbook was altered to ensure alignment with the new IB S&Ps and converted into the HIS Inclusion Philosophy & Procedures.

Date:

February 2021

Review Committee:

Karla Hawkins, Mandisa Ngwenya, Barbara Lidsba, Maya Krishnan
Svodai Zvirawa