



2023-2024

Counseling Handbook



Dubai International Private School



Table of Contents

School mission & vision

Introduction

Counseling team & their role

Ethical standards for counselors

Counseling services

A. Direct student services

1. Guidance curriculum
2. Individual planning
3. Responsive services

B. Indirect student services (system support)

1. Consultation
2. Collaboration
3. Referrals – Referral process flowchart

Implementation

Confidentiality

Bullying & Cyberbullying

Career Senior Guide



School Mission

DIS is committed to provide education following international standards yet adhering to local values and traditions.

School Vision

DIS, in partnership with parents and community, strives to prepare every student to be digitally literate, a lifelong learner, and a productive citizen.

Introduction

Counseling is an integral part of each school educational program. The counseling program at Dubai International Private School is a comprehensive program that supports the social and emotional development, removes barriers to academic achievement and guides college and career readiness, touching both prevention and intervention measures.

This program is a collaborative work between counselors, stakeholders and community.

DIPS adopted the standards of the American School and Counseling Association (ASCA) Mindsets & Behaviors, and KHDA framework (section 5.2.5 Guidance & Support for All Students) as the goals for the counseling program ensuring that the three areas of development: social/emotional, academic and career are being addressed at each grade level.

Based on the *American School Counseling Association National Model: A Framework for School Counseling Programs*, the counseling program at DIS is delivered through direct services such as School guidance curriculum, individual student planning and responsive services; and through indirect services like consultation, collaboration and referrals.

There are two experienced and qualified counselors in DIS that are available for the three levels of school: one elementary & middle school counselor servicing students in grades k-8 and one high school career and guidance counselor servicing students in grades 9-12. These counselors design and deliver a planned counseling program that teaches knowledge, attitudes and skills students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success.

Counseling Team & their Role

Personnel	Qualifications	Contact	Grade level responsibility
Ms. Nancy Salame	Master of Science – Neuroscience of Mental Health & Psychology (in the process) Bachelor of Science – Sociology Bachelor of Science – Environmental Health Sciences	nancys@mydischool.com	1-8
Ms. Lama Bashasha	Master of Science – Psychology in Education(in the process) Bachelor of Science – Counseling & Mental Health	lama.bashasha@mydischool.com	9-12

Role of the Counselors

The role of a school counselor entails performing various functions to aid students' success. Below is a list, consisting of typical tasks, duties, and responsibilities counselors at DIS carry out:

- Develop and implement counseling program effective in meeting students' needs
- Plan and organize classroom counseling sessions to address personal/social, academic and career development issues among students
- Assist students in understanding and overcoming social, behavioral or academic problems
- Provide group or individual counseling to address the needs of students
- Monitor and observe students to identify and address personal, emotional or social issues
- Consult with families and staff to highlight students' needs and discuss strategies necessary for improved social and academic performance
- Refer students to health psychologists and other mental professionals for proper attention
- Collaborate with the community to organize seminars to educate students on important topics like mental health, physical health, bullying, etc.
- Prepare students for transition to colleges
- Facilitate the exploration of careers and university majors/courses that support careers
- Advise on the college application processes of specific institutions, and/or countries
- Evaluate students' academic/career plans and assist them in setting realistic goals

Ethical Standards for Counselors

The counselors in Dubai International Private School provide counseling programs based on two sets of standards that define the profession. These standards help the counselors develop, implement and assess their counseling program to improve student outcomes.

Student Standards – ASCA Mindsets & Behaviors for Student Success

Professional Standards – ASCA Ethical Standards for School Counselors

Counseling Services

The ASCA National Model provides a flexible framework for counselors to use to develop a school counseling program designed to meet their students' unique needs. Counselors at DIS use this framework to deliver the counseling program. The delivery includes:

A. Direct student services are in-person interactions between school counselors and students and include the following:

1. School guidance curriculum – Counselor provides guidance content in a systematic way to all students 1-12.
2. Individual student planning – Counselor assists student in planning, monitoring, and managing their personal and career development.
3. Responsive services – Counselor addresses the immediate concerns of students.



B. Indirect student services (system support) are provided on behalf of students as a result of the school counselors' interactions with others including:

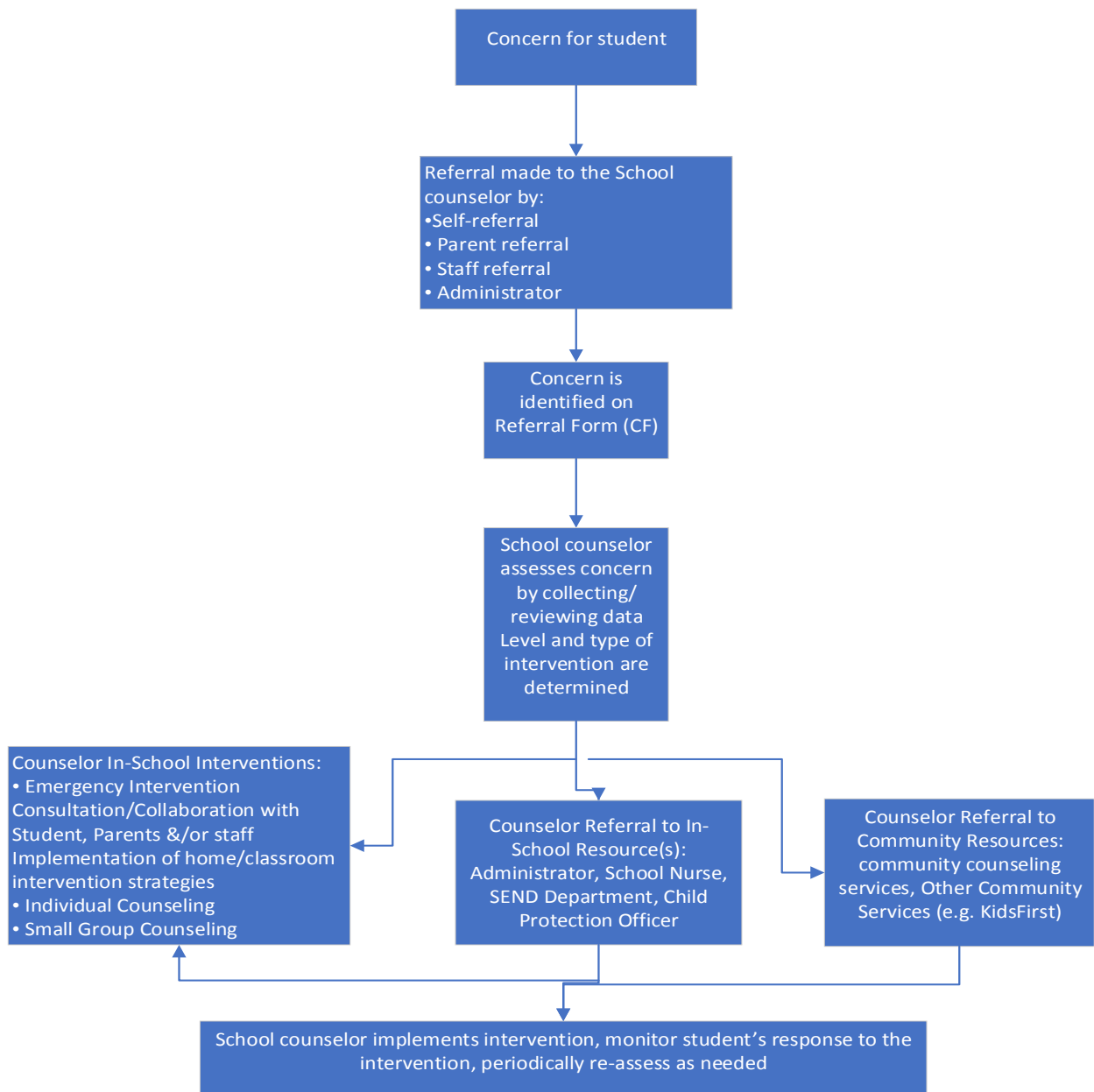
1. Consultation – Counselors share strategies supporting students' achievement with parents, staff and community organizations.
2. Collaboration – Counselors work with other educators, parents and the community to support students' achievement.
3. Referrals – Every student benefits from the counseling services at DIS. Referral is made to the counselor when a social, emotional, behavioral and/or academic concern for a student arises. Elementary students are mostly referred by staff or parent. Middle and high school students are

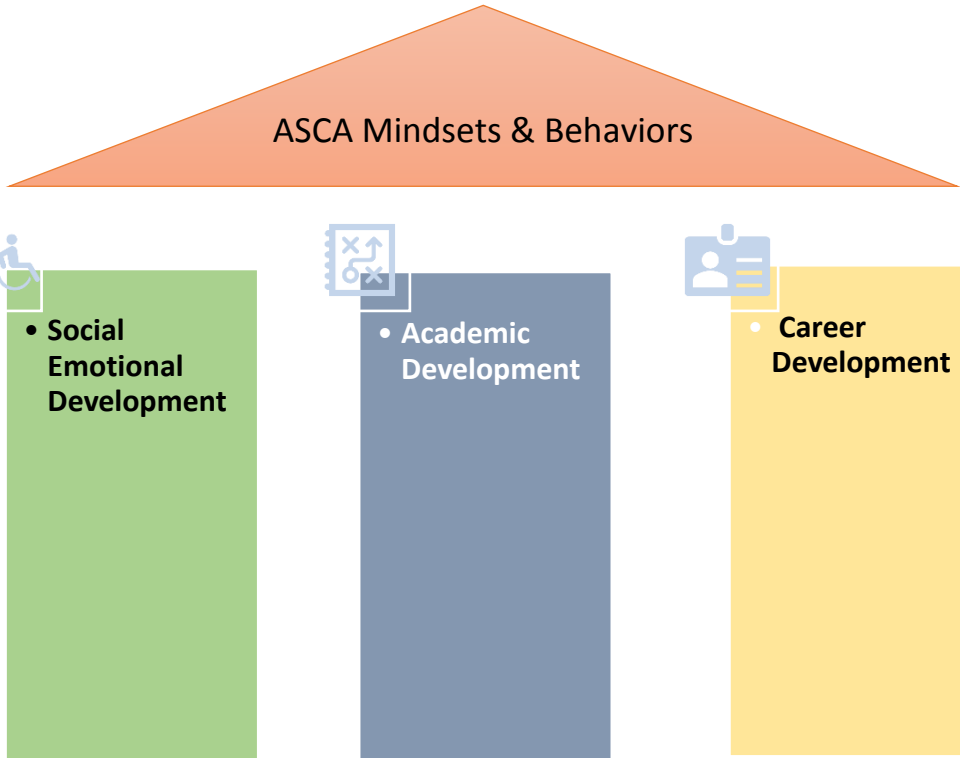
self-referred as well as staff or parent referred. The staff is fully aware of procedures for referrals and uses these appropriately as and when required after completing a counseling referral form (appendix A).

In some cases, SEND (Special Education Needs & Disability) students required some counseling services in addition to SEND support. Here the SEND & Inclusion Lead coordinates with the counselor on the referrals.

An outside referral might happen when the issue presented is beyond the scope or expertise of the school counselor.

Referral Process Flowchart





Guidance curriculum			
k-8	- SEL program discussing topics like: <ul style="list-style-type: none"> • Wellbeing • Emotions • Emotional regulation • Conflict resolution • Relationships • Empathy • Bullying/cyberbullying • Resilience • Gratitude • Worry less • Circle of control - Guidance lessons about: <ul style="list-style-type: none"> • Self-awareness • Self-management • Interpersonal skills • Skills for building 	- Class dojo system <ul style="list-style-type: none"> - Study habits - Setting & achieving goals - Time management - Coping with test anxiety 	- Career exploration based on interests <ul style="list-style-type: none"> - Community helpers day

	<p>relationships</p> <ul style="list-style-type: none"> • Expectations of Behavior <p>- Participate in school-wide activities and events that focus on student needs or concerns like anti-bullying week</p>		
9-12	<p>- Guidance lessons about knowledge of Self and Others:</p> <ul style="list-style-type: none"> • Self-Concept • Assertiveness • Conflict Resolution • Personal Responsibilities • Peer pressure • Decision making Skills • Positive self-talking <p>- Participate in school-wide activities and events that focus on student needs or concerns like anti-bullying week</p>	<p>- Study skills including:</p> <ul style="list-style-type: none"> • Setting & achieving goals • Time management • Coping with test anxiety • Learning styles • Organization skills 	<p>- Career planning:</p> <ul style="list-style-type: none"> • Career Awareness • Career Exploration <p>- Career talk day</p>
Individual planning			
k-5	<p>- Class dojo system</p> <p>- Feeling's chart</p>	<p>- Participate in parent/teacher conference</p>	<p>- Referring to appropriate resources and programs related to students' interests</p>
6-8	<p>- Character strength profile</p> <p>- Action plan for students leadership council</p>	<p>- Setting goals</p> <p>- Discuss academic achievement</p>	<p>- Colorado career survey</p> <p>- Career portfolio</p>

	- Weekly meeting with the council to help them plan their activities	- Participate in parent/teacher conference	
9-12	- Setting Personal Goals - Self-improvement Planning	- Review test scores - Setting goals - Participate in parent/teacher conference - Reward system	- Career portfolios - University fair - Elective courses day - Course selective - Interests - Resume writing - University applications - National & international exams - Private & governmental university requirement - Scholarship options - Assist with EMSAT/SAT/TOEFL/ IELTS testing
Responsive services			
k-5	- Individual & group counseling dealing with short term issues like: <ul style="list-style-type: none"> • Misbehavior • Feelings • Relationships • Physical/emotional abuse • Family issues • Grief/loss/death • Bullying • Anxiety - Consult with staff, parent and community - Refer to outside agencies	- Individual & group counseling discussing topics like: <ul style="list-style-type: none"> • Study habits • Tardiness • Absences - Follow up with the parent	
6-8	- Individual & group counseling dealing with short term issues like:	- Individual improvement plan	

	<ul style="list-style-type: none"> • Misbehavior • Relationships • Physical/emotional abuse • Family issues • Grief/loss/death • Bullying • Anxiety • Coping with stress <p>- Consult with staff, parent and community</p> <p>- Refer to outside agencies</p>	<p>- Individual & group counseling discussing topics like:</p> <ul style="list-style-type: none"> • Study skills • Tardiness • Absences <p>- Follow up with the parent</p>	
9-12	<p>- Individual & group counseling dealing with short term issues like:</p> <ul style="list-style-type: none"> • Misbehavior • Relationships • Physical/emotional abuse • Family issues • Grief/loss/death • Bullying • Coping with stress • Anxiety <p>- Consult with staff, parent and community</p> <p>- Refer to outside agencies</p>	<p>- Individual improvement plan</p> <p>- Individual & group counseling discussing topics like:</p> <ul style="list-style-type: none"> • Study skills • Tardiness • Absences <p>- Follow up with the parent</p>	

Confidentiality

Confidentiality is an ethical, not a legal term in school counseling. Counselors at DIS are ethically bound by confidentiality in counseling sessions with students. Confidentiality means that the content of a counseling session will not be revealed to a third party unless the student's own personal safety or the personal safety of another is involved.

Parents are immediately notified when there is a credible indication, by word or action that a student means to do harm to him/herself.

In addition, when abuse or neglect is suspected, counselors automatically notify the head of section.

Bullying and Cyberbullying

At DIPS, we believe that a safe environment is necessary for students to learn and achieve high academic performance. Bullying and cyberbullying, like other disruptive behaviors, are conduct that disrupts a student's ability to learn.

Bullying is any act that:

- Physically harming a student or damaging a student's property; or
- Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
- Creating a hostile educational environment, including interfering with the psychological well-being of a student

Cyberbullying - means the use of any electronic communication device to intimidate or bully others.

DIS adopted a policy prohibiting bullying and cyberbullying in school. Consequences are well stated in this policy for those who commit bullying or cyberbullying.

Counselors at DIPS, in collaboration with stakeholders and community especially Dubai Police, take initiative in this matter and incorporate activities into the counseling program, as well as participating in the anti-bullying week that aim to prevent such act.



Career Senior Guide

A. International & National Exams

1. EMSAT

The EMSAT is a national system of standardized computer-based tests, based on United Arab Emirates national standards.

Registration for EMSAT starts on September 2022 at the guidance counselor's office. Students have to bring along their Emirates ID.

All information about EMSAT and the subjects are available on the following link: emsat.moe.gov.ae and on Career Counseling TEAMS.

2. SAT :

The SAT is a standardized test widely used for college admissions. SAT scores range from 400 to 1600, depending on the requirements of different universities.

3. IELTS or TOEFL:

Students have to apply for IELTS or TOEFEL test.

IELTS and TOEFEL are international standardized test of English language proficiency for non-native English language speakers.

IELTS requires a minimum score of 5.

Paper based TOEFEL requires a minimum score of 500.

Internet based TOEFEL requires a minimum score of 61.

Computer based TOEFEL requires a minimum score of 173.

B. Government Universities:

Students are required to create an account on the following link: napo@moe.gov.ae
The guidance counselor will inform students about the registration time.

C. Calendar of Events

September, 2023	SAT orientation	Grade 12
	International exams and EmSAT orientation	Grade 11
October, 2023	Community service	Grade 9-12
November, 2023	University fair Alumni day Government universities application	Grade 12
December, 2023	Career talk day Abroad universities application	Grade 12
February, 2024	Elective courses orientation	Grade 9-11
March, 2024	Private universities application	Grade 12
April, 2024	Submitting the required documents to the counselor	Grade 12



Appendix A

Counselor Referral Form (CF)

Student's name:	
Grade:	

Reasons for referral:

Areas of concern: Please tick all relevant categories

Social & emotional concern	
Problems at home	Worries/fears
Bullying	Self-harm
Peer issues	Poor self esteem
Other:	

Learning issues	
Attendance	Class participation
Homework	Classwork
Other:	

List the strategies you have already used to support the student

Name:	
Signature:	
Date:	

Received by (date):	
Actions to be taken:	