QSI International School of Sarajevo

Counseling Model

2018-2019
QSI International School of Sarajevo Counselors

- Mrs. Hatidza Sadinlija-Jakupovic – University Counselor (*UC)
- Ms. Belma Ziga – School Counselor (*SC)

Program Belief Statements

- We believe that the QSI Sarajevo counseling program plays a critical role in fostering academic, developmental, social, emotional, and career oriented goals.
- We believe that the QSI Sarajevo counseling program is based around the focus of student advocacy.
- We believe that it is critical for the QSI Sarajevo counseling program to engage and communicate to parents, staff, students and the community the importance of developing a program based on collaboration and mutual respect.
- We believe that the QSI Sarajevo counseling program should consistently and constantly monitor, review, and revise programs components to meet the needs of the school.
- We believe that the QSI Sarajevo counseling program should encompass and support the mission of the school.
- We believe that student learning is diverse across multiple domains and that all involved in the program should foster the development of the whole student.
- We believe that the QSI Sarajevo counseling program should celebrate diversity and support our students’ personal and cultural identity.
- We believe that all students can be successful when provided support appropriate to their individual needs and guidance to future academic achievement.
- We believe that the use of data to inform decision-making is critical to appropriate service delivery and best practice implementation.

Mission Statement

The QSI Sarajevo counseling program is student centered, outcome oriented, and collaborative in nature seeking to promote the school’s overall mission. The collaboration of staff, students, parents, and the community within the framework of the counseling guidelines will deliver a developmentally and culturally appropriate program fostering success for all engaged. The mission is to provide a comprehensive program that fosters competencies in social, emotional, academic, and post-secondary awareness, based around the exit outcomes envisioned by Quality Schools International.

Domains

The following 4 domain areas are the initial focus of program development of the QSI Sarajevo counseling program. These domains will have individual goals of focus.

1. Academic Development – focused on the Exit Outcomes of Competencies and Knowledge
2. Post-secondary Awareness – includes career development and university planning
3. Personal/Social Development – based on the delivery of Success Orientation Exit Outcomes
4. Global Perspective – based on developing understanding of multi-cultural learning and dynamic global landscapes
Delivery System
The following 4 areas are part of the school counseling delivery program and all activities in the school counseling program is addressed in one of these four categories.

1. Individual Student Planning
2. Responsive Services
3. System Support
4. Guidance Curriculum

*Individual Student Planning – Consists of individual and small group guidance to address the four domain areas. Individual student files developed, maintained, and reviewed consistently across grade level and English language promotion. It is important for the counseling program to be engaged with all students and to have relevant and updated information that leads to productive advocating for student needs. The items listed below are to be addressed in individual student planning, but not limited to the list provided below. It is important the planning be individual focused to gain the optimal perspective for that student. (*University Counselor – UC / School Counselor - SC)

- Review, analysis, and interpretation of testing data (UC, SC)
- Career Development and Post-Secondary Planning (UC, SC)
- Course selection (UC)
- Interest, learning, communication style inventories (UC, SC)
- Goal setting and academic skill development (UC, SC)
- Social, developmental, life, and organizational skill progression and planning (UC, SC)
- Behavior monitoring and planning (SC)
- Unit completion tracking and graduation (UC)

*Responsive Services – This component of the QSI Sarajevo school counseling program consists of activities that meet the students’ immediate, unplanned, social and emotional needs. Usually necessitated by life changes, events and conditions (such as death, transition, divorce, fights with friends, a breakup, etc.) in the students’ lives, these needs require consultation, counseling, referrals, peer mediation and/or information. These services should work within the confines of the QSI Sarajevo mission and with administrative communication and approval. Responsive services are provided, but not limited to the list below. (*University Counselor – UC / School Counselor - SC)

- Consultation - Behavior, Social, Emotional (SC)
- Consultation – Academic (UC, SC)
- Individual and small group counseling (SC)
- Crisis Counseling (SC)
- Referral (SC)
- Peer facilitation and mediation (SC)
- Transition (UC, SC)

*System Support –The activities in this section of the delivery system focus on indirect support for students by supporting the systems that are developed through the functional aspects of the school. It is vital for the development of a school counseling program to provide supports for the community, parents, staff, and administration. The actions listed below are some of the ways the QSI Sarajevo school counseling program will support the overall school-based systems. (*University Counselor – UC / School Counselor - SC)

- Professional Development (school focused in-service staff training, local collaboration, continuing education) (UC, SC)
• Consultation, collaboration, and teaming across all school settings (UC, SC)
• Parent conferences and workshops (UC, SC)
• Community outreach (UC, SC)
• Program management and data analysis (UC, SC)
• Quality Schools International program design and progression (UC, SC)

*Guidance Curriculum – The guidance curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level in the four domains (academic, post-secondary awareness, personal/social and global perspective). The structured has its foundations in the Quality Schools International (QSI) Exit Outcomes. These outcomes provide the infrastructure to which all the QSI Sarajevo school counseling program decisions will be based. The QSI Success Orientations are the guiding factors in developing curriculum, competencies, and standards for the school counseling program. The school counseling curriculum is planned, ongoing, and systemic supporting the direct needs of the school provided through the areas listed below, but not limited to these areas. (*University Counselor – UC / School Counselor - SC)

• Classroom instruction (UC, SC)
• Integrated curricular development to address cross-curricular needs (UC, SC)
• Group designed instruction (UC, SC)
• Transitions (UC, SC)
• Parent/Guardian education and instruction (UC, SC)

Standards and competencies based on an international model sponsored by the U.S. State Department Office of Overseas Schools with alignment to Quality Schools International mission and exit outcomes.

A. Academic Domain
   I. Standard A – Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
      a. Competency A1 – Improve Academic Self-Concept
         i. A:A1.1 Articulate feelings of competence and confidence as learners
         ii. A:A1.2 Display a positive interest in lifelong learning
         iii. A:A1.3 Take pride in work and achievement
         iv. A:A1.4 Accept mistakes as essential to the learning process
         v. A:A1.5 Identify attitudes and behaviors which lead to successful learning
         vi. A:A1.6 Understand the importance of original work and academic honesty
      b. Competency A2 – Acquire Skills for Improving Learning
         i. A:A2.1 Apply time management and task management skills
         ii. A:A2.2 Demonstrate how effort and persistence positively affect learning
         iii. A:A2.3 Use communications skills to know when and how to ask for help when needed
         iv. A:A2.4 Apply knowledge and learning styles to positively influence school performance
      c. Competency A3 – Achieve School Success
         i. A:A3.1 Take responsibility for their actions
ii. A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.

iii. A:A3.3 Develop a broad range of interest and abilities.

iv. A:A3.4 Demonstrate dependability, productivity, and initiative.

v. A:A3.5 Share knowledge.

II. Standard B: Students will complete school with the academic preparation essential to choose from a wide range of postsecondary options, including university.

a. Competency B1 – Improve Learning
   i. A:B1.1 Demonstrate the motivation to achieve individual potential.
   ii. A:B1.2 Learn and apply critical thinking skills.
   iii. A:B1.3 Apply the study skills necessary for academic success at each level.
   iv. A:B1.4 Seek information and support from faculty, staff, family, and peers.
   v. A:B1.5 Organize and apply academic information from a variety of sources.
   vi. A:B1.6 Use knowledge of learning styles to positively influence school performance.

b. Competency B2 – Plan to Achieve Goals
   i. A:B2.1 Establish challenging academic goals in early childhood through graduation.
   ii. A:B2.2 Use assessment results in educational planning.
   iii. A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement.
   iv. A:B2.4 Apply knowledge of aptitudes and interests to goal setting.
   v. A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals.
   vii. A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities.

III. STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

a. Competency C1 – Relate School to Life Experience
   i. A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
   ii. A:C1.2 Seek co-curricular and community experiences to enhance the school experience.
   iii. A:C1.3 Understand the relationship between learning and work.
   iv. A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
   v. A:C1.5 Understand that school success is the preparation to make the transition from student to community member.
vi. A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

B. Career Domain
I. STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self as it relates to culture and family values, and to make informed career decisions.
   a. Competency A1 – Develop Career Awareness within a Global Workplace
      i. C:A1.1 Develop skills to locate, evaluate, and interpret career information
      ii. C:A1.2 Learn about the variety of traditional and nontraditional occupations
      iii. C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations
      iv. C:A1.4 Learn how to interact and work cooperatively in teams
      v. C:A1.5 Learn to make decisions
      vi. C:A1.6 Learn how to set goals
      vii. C:A1.7 Understand the importance of planning
      viii. C:A1.8 Pursue and develop competency in areas of interest
      ix. C:A1.9 Develop hobbies and vocational interests
      x. C:A1.10 Balance between work and leisure time
   b. Competency A2 – Develop Global Employment Readiness
      i. C:A2.1 Acquire employable skills such as working on a team, problem-solving and organizational skills
      ii. C:A2.2 Apply job readiness skills to seek employment opportunities and service learning experiences
      iii. C:A2.3 Demonstrate knowledge about the changing global workplace
      iv. C:A2.4 Learn about the rights and responsibilities of employers and employees
      v. C:A2.5 Learn to respect individual cultural uniqueness and cultural sensitivity/understanding in the workplace
      vi. C:A2.6 Learn how to write a resume
      vii. C:A2.7 Develop a positive attitude toward work and learning
      viii. C:A2.8 Understand the importance of responsibility, dependability, integrity, and effort in the workplace
      ix. C:A2.9 Use time and task-management skills

II. STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.
   a. Competency B1 – Acquire Career Information Appropriate to a Multi-Cultural Setting
      i. C:B1.1 Apply decision making skills to career planning, course selection, and career transition
      ii. C:B1.2 Identify personal skills, interests, cultural background and abilities and relate them to current career options, choices, interests and possibilities
      iii. C:B1.3 Demonstrate knowledge of the career planning process
      iv. C:B1.4 Know the various ways in which occupations can be classified
v. C:B1.5 Use research and information resources to obtain career information
vi. C:B1.6 Learn to use the internet to access career planning information and career assessment tools
vii. C:B1.7 Describe traditional and non-traditional occupations and how these relate to career choice
viii. C:B1.8 Understand how changing economic, societal and cultural needs influence employment trends and future training
ix. C:B1.9 Use research and information resources about post-secondary institutions offering major/course selection leading to desired career

b. Competency B2 – Identify Career Goals
i. C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
ii. C:B2.2 Assess and modify educational plan to support career
iii. C:B2.3 Use employable and job readiness skills in internship, mentoring, shadowing, and/or other work experience
iv. C:B2.4 Select course work that is related to career interests

III. STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.
a. Competency C1 – Acquire Knowledge to Achieve Career Goals
i. C:C1.1 Understand the relationship between educational achievement and career success
ii. C:C1.2 Explain how work can help to achieve personal success and satisfaction
iii. C:C1.3 Identify personal and cultural preferences, interests, and expectations that influence career choice and success
iv. C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
v. C:C1.5 Describe the effect of work on lifestyle
vi. C:C1.6 Understand the importance of equity and access in career choice
vii. C:C1.7 Understand that work is an important and satisfying means of personal expression

b. Competency C2 – Apply Skills to Achieve Career Goals
i. C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
ii. C:C2.2 Learn how to use conflict management skills with peers and adults that are culturally appropriate
iii. C:C2.3 Learn to work cooperatively with others as a team member
iv. C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

C. Personal/ Social Domain
I. STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.
a. Competency A1 – Acquire Self-Knowledge
i. PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
ii. PS:A1.2 Identify values, attitudes and beliefs
iii. PS:A1.3 Learn the goal-setting process
iv. PS:A1.4 Understand change is a part of growth
v. PS:A1.5 Identify and express feelings
vi. PS:A1.6 Distinguish between appropriate and inappropriate behavior
vii. PS:A1.7 Recognize personal boundaries, rights, and privacy needs
viii. PS:A1.8 Understand the need for self-control and how to practice it
ix. PS:A1.9 Demonstrate cooperative behavior in groups
x. PS:A1.10 Identify personal strengths, assets and areas for self-improvement
xi. PS:A1.11 Identify and discuss changing personal and social roles
xii. PS:A1.12 Identify and recognize changing family roles

b. Competency A2 – Acquire Interpersonal Skills
i. PS:A2.1 Recognize that everyone has rights and responsibilities
ii. PS:A2.2 Respect alternative points of view
iii. PS:A2.3 Recognize, respect and appreciate individual differences
iv. PS:A2.4 Recognize, respect and appreciate ethnic and cultural diversity
v. PS:A2.5 Recognize and respect differences in various family configurations
vi. PS:A2.6 Use effective communications skills
vii. PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior
viii. PS:A2.8 Learn how to make and keep friends
ix. PS:A2.9 Learn strategies for how to cope with loss and grief

II. STANDARD B: Students will make decisions to set goals, and take necessary action to achieve goals.
a. Competency B1 – Self-Knowledge Application
i. PS:B1.1 Use a decision-making and problem-solving model
ii. PS:B1.2 Understand consequences of decisions and choices
iii. PS:B1.3 Identify alternative solutions to a problem
iv. PS:B1.4 Develop effective coping skills for dealing with problems
v. PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
vi. PS:B1.6 Know how to apply conflict resolution skills
vii. PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
viii. PS:B1.8 Know when peer pressure is influencing a decision
ix. PS:B1.9 Identify long- and short-term goals
x. PS:B1.10 Identify alternative ways of achieving goals
xi. PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
xii. PS:B1.12 Develop an action plan to set and achieve realistic goals
III. STANDARD C: Students will understand safety and survival skills.
   a. Competency C1 – Acquire Personal Safety Skills
      i. PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)
      ii. PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual
      iii. PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
      iv. PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
      v. PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
      vi. PS:C1.6 Identify resource people in the school and community, and know how to seek their help
      vii. PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
      viii. PS:C1.8 Understand the emotional and physical dangers of substance use and abuse
      ix. PS:C1.9 Demonstrate the ability to cope with peer pressure
      x. PS:C1.10 Understand the signs of stress and techniques for managing stress and conflict
      xi. PS:C1.11 Learn coping skills for managing life events
      xii. PS:C1.12 Learn internet safety skills

D. Global Perspective

I. Standard A: Students will develop an understanding of culture as a social construct.
   a. Competency GP A1 – Discover what culture is and how it is formed
      i. GP:A1.1 Understand the difference between objective culture and subjective culture
      ii. GP:A1.2 Understand a given society’s subjective culture and affirm its cultural variety
      iii. GP:A1.3 Understand the various conceptual constructs of culture
   b. Competency GP A2 – Learn about the ways in which culture manifests in societies
      i. GP:A2.1 Examine the core dimensions in which people and cultures differ using various conceptual constructs
      ii. GP:A2.2 Identify their place(s) on the dimensions of culture in various situations
      iii. GP:A2.3 Identify where the people in their lives may place on the dimensions of culture
      iv. GP:A2.4 Articulate the difference between “common sense” and “culture sense”
      v. GP:A2.5 Understand the difference between processing cultural knowledge and applying intercultural competence

II. Standard B: Students will acquire an awareness of their family culture and own cultural identity.
   a. Competency GP B1 Acknowledge the role of family.
      i. GP:B1.1 Identify family as the first “culture”
      ii. GP:B1.2 Explore their family’s cultural heritage(s)
iii. GP:B1.3 Recognize characteristics of family
iv. GP:B1.4 Understand how cultural identity can differ in family relationships
v. GP:B1.5 Apply knowledge of their family culture

b. Competency GP B2 Acknowledge developing cultural identity
   i. GP:B2.1 Understand how “cultural identity” is affected by place, belonging, history and aesthetics
   ii. GP:B2.2 Understand that “cultural identity” is made up of many different individual identities
   iii. GP:B2.3 Reflect on their own experiences with marginality
   iv. GP:B2.4 Reflect on cultural aspects of life experiences
   v. GP:B2.5 Define the terms “cross-cultural kid,” “third culture kid,” and “global nomad”
   vi. GP:B2.6 Develop their worldview
   vii. GP:B2.7 Use knowledge of cultural identity to inform decisions and intercultural encounters

III. Standard C: Students will develop an understanding of their host country and home(s) country’s cultures.
   a. Competency GP C1 Engage with host country culture
      i. GP:C1.1 Develop an awareness of their host country culture from surface culture to deep culture
      ii. GP:C1.2 Demonstrate awareness of cultural adjustment
      iii. GP:C1.3 Actively engage in learning about local culture and language
      iv. GP:C1.4 Recognize emotional vulnerability as part of cross-cultural experience
      v. GP:C1.5 Practice intercultural orientation
   b. Competency GP C2 Identify home country culture(s)
      i. GP:C2.1 Recognize various definitions of “home”
      ii. GP:C2.2 Acknowledge that people have multiple “homes,” countries, cultures or places
      iii. GP:C2.3 Articulate their unique history and experiences
      iv. GP:C2.4 Identify diversity
      v. GP:C2.5 Balance their unique perspective and the perspectives of others from the “home” culture with respect and intercultural sensitivity

IV. Standard D: Students will develop a personal practice for applying intercultural competence and bridging successfully across cultural difference.
   a. Competence GP D1 Take leadership of one’s own “cultural programming”
      i. GP:D1.1 Recognize that cultural values and beliefs may conflict
      ii. GP:D1.2 Be willing to disentangle from your own cultural programming
      iii. GP:D1.3 Entertain the possibility of simultaneous opposing cultural “truths”
      iv. GP:D1.4 Demonstrate mindfulness
      v. GP:D1.5 Articulate what it means to take an intercultural orientation to all interactions
   b. Competence GP D2 Be aware of the possible motivations (values and beliefs) behind someone else’s behaviors
i. GP:D2.1 Demonstrate an ability to describe someone’s behaviors using purely descriptive language
ii. GP:D2.2 Demonstrate an ability to describe someone’s values and beliefs using conceptual tools.
iii. GP:D2.3 Identify ways cultural values and beliefs may motivate other people’s behavior
iv. GP:D2.4 Be willing to ascribe positive intent to other people’s behavior

c. Competence GP D3 Bridge from your own cultural values and beliefs to those you think may be in operation for the other person(s)
   i. GP:D3.1 Refuse to take personal offense
   ii. GP:D3.2 Identify shared values
   iii. GP:D3.3 Be flexible in expressing the core dimensions of culture
   iv. GP:D3.4 Demonstrate a readiness to interact across differences in values
   v. GP:D3.5 Envision a world where people automatically accept and bridge differences

V. Standard E: Students will acquire knowledge and attitudes to manage transition effectively.
   a. Competency GP E1 Acquire knowledge of the transition process
      i. GP:E1.1 Understand that transitions happen over the life span
      ii. GP:E1.2 Articulate a simple model of transition and apply it
      iii. GP:E1.3 Accept the challenges of changing countries and schools
      iv. GP:E1.4 Identify emotions throughout the transition event
      v. GP:E1.5 Recognize the individual nature of the transition experience
      vi. GP:E1.6 Use knowledge of the transition process to enhance communication and inform decisions
   b. Competency GP E2 Develop healthy attitude towards transition
      i. GP:E2.1 Recognize personal tendencies when faced with transition
      ii. GP:E2.2 Develop positive strategies for how to manage transition events
      iii. GP:E2.3 Apply positive strategies both personally and for others
      iv. GP:E2.3 Understand that transition is complex
      v. GP:E2.4 Demonstrate “leaving” well, whether physically or in a life stage
Accountability

The development of any effective counseling program requires a level of management. The management role requires accountability for the program outcomes and the growth of individual. The next section is a sample performance evaluation designed to review the progress of a school counselor. The sample performance evaluation is just that a sample that could be used to evaluate the performance of the counselor. (*University Counselor – UC / School Counselor - SC)

School Counselor Roles and Responsibilities-not limited to

- Academic support, including organizational, study and test-taking skills (UC, SC)
- Goal setting and decision-making (UC, SC)
- Career awareness, exploration and planning (UC, SC)
- Education on understanding self and others (SC)
- Peer relationships, coping strategies and effective social skills (SC)
- Communication, problem-solving and conflict resolution (SC)
- Substance abuse education (SC)
- Multicultural/diversity awareness (SC)
- Academic planning (UC, SC)
- Goal setting/decision-making (UC, SC)
- Education on understanding of self, including strengths and weaknesses (UC, SC)
- Transition plans (UC, SC)
- Individual and small-group counseling (SC)
- Individual and small group University planning (UC)
- Individual/family/school crisis intervention (SC)
- Conflict resolution/Consultation/collaboration/Referrals (SC)
- Professional development (UC, SC)
- Consultation, collaboration and teaming (UC, SC)
- Post-secondary planning (UC, SC)
- Success Orientation implementation and organization (SC)
- Graduation tracking (UC)
- To place new middle school and secondary students at the correct level and to create individual course schedules in conjunction with IE Teachers and Director. To convert new students’ classes to QSI transcripts. (UC)
- To work with Status Reports making sure they are correct and progress is being made (UC)
- Prepare and organize tests (PSAT, SAT, and ERB) (UC)
- Keep informed of progress of students and keep Director of Instruction informed (UC, SC)
- Hold parent college information nights (UC)
- Produce Transcript information and organize letters of recommendation. (UC)
- Promote community and parental awareness of guidance, counseling, and academic information through administrative defined avenues (UC, SC)
- Arrange visits from presenters of various universities (UC)
- Being available for teachers for assistance (upon request by teachers). Help in teaching methods. Help with particular students (suggestions, taking out of class for a time-out, re-testing.) Assisting new teachers in items such as QSI Mastery system, deadline information, discipline, etc. Help to teachers in giving support (positive discipline, class management, etc.) and building morale (various venues). (SC)
- Being on the Graduation Committee to work organizing graduation. (UC)
- Doing whatever is requested by QSI Administrative staff (UC, SC)
- Admissions testing as needed (UC)
Parent Informational Bulletin on School Counselors Role

The QSI Sarajevo School Counseling Department consists of two part-time counselors (a University Counselor and a School Counselor) The counselors serve all ages and levels of students from preschool to the secondary IV age group. The counselors offer a number of services. The department offers and utilizes group, individual, and family involvement to promote success for all students.

- The school counselor promotes and supports academic achievement at all age and ability levels.
- The school counselor is active in promoting prosocial growth with tailored classroom programs and lesson support.
- The school counselor promotes personal and emotional growth through group interventions, group counseling, and individual counseling.
- The school counselor incorporates career and life planning with integrated career and educational assessments.
- The school counselor provides university and college preparation and planning from the entering high school to the secondary 4 student.
- The school counselor is available to provide support to families in transition, including repatriation, building third culture relationships, and planning for the next location.
- The school counselor will sponsor opportunities for parents and guardians to attend informational sessions promoting academic success and post-secondary planning.
- The school counselor is an integral component to the four year high school planning process by meeting students in group and individually to plan course selection to meet post-secondary objectives.
- The school counselor implements admissions testing and is in consultation with administration concerning review of student transcripts and cumulative education record.
- The school counselor is available to offer crisis response and intervention to individuals and families.
- The school counselor provides information and support for services outside the school.
- The school counselor promotes school-wide efforts focusing on character education using Quality Schools International’s Success Orientations of Independent Endeavor, Kindness and Politeness, Aesthetic Appreciation, Trustworthiness, Concern for Others, Responsibility, and Group Interaction.
- The school counselor prepares students for the transition from high school to post-secondary life with group sessions designed to promote healthy and proactive life skills.
- The school counselor supports and coordinates services for students with special learning needs and makes referrals to outside sources.
- The school counselor offers registration guidance for outside testing services for university entrance and English testing.
- The school counselor provides professional development opportunities to teachers concerning social, emotional, mental health, and behavioral needs of the school population.

Our counselors are always available for students to drop by to answer questions or to just say hello. If you are need of a consultation or meeting with the school counselor please email Mrs. Jamie Martin for an appointment or feel free to drop in anytime.
Role Responsibilities of the Counselor, Student, and Parent in the University Admissions Process

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<tr>
<th>University Counselor</th>
<th>Student</th>
<th>Parent</th>
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<tbody>
<tr>
<td>• Maintain accurate transcripts</td>
<td>• Research colleges/universities</td>
<td>• Discuss openly financial restrictions and funding for college</td>
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<td>• Manage the sending of all school documentation to the colleges and universities (must be requested within 48 hours of a deadline or break)</td>
<td>• Make a list – communicate it with counselor &amp; parents</td>
<td>• Prepare financial documents (FASFA, CSS Profile, Foreign Student Financial Aid, bank letters)</td>
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<td>• Assist students on request for college information</td>
<td>• READ your email</td>
<td>• Provide application fees, testing fees, mailing fees</td>
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<td>• Assist students in making a list</td>
<td>• Ask your teachers for letter of recommendations in a timely manner (they can say no)</td>
<td>• Take student on university visits. If you travel during a break don’t be afraid to visit a school while you are there. (Counselor can help arrange)</td>
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<td>• Monitor overall process</td>
<td>• Check your transcript</td>
<td>• Assist students in management of deadlines</td>
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<td>• Provide information about college and university reps visiting the school/Sarajevo area</td>
<td>• Sign up for the appropriate tests</td>
<td>• Proof reading application and essays</td>
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<td>• Coordinate teacher’s letter of recommendations</td>
<td>• WATCH Deadlines!</td>
<td>• Assist in gathering information if needed (especially important for documents needing to go to an embassy)</td>
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<td>• Maintain a file for each student</td>
<td>• Talk with university reps</td>
<td>• Balance the pressure you put on your teen – they need some push, but keep in mind it is their responsibility to finish &amp; apply!</td>
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<td>• Publish school profile</td>
<td>• Fill out your own application (very time consuming! Recommend to start in the summer before your senior year)</td>
<td>• Keep your own expectations in check.</td>
</tr>
<tr>
<td>• Help problem solve issues with external agencies such as TOEFL, SAT, ACT, College Board</td>
<td>• WRITE Deadlines!</td>
<td></td>
</tr>
<tr>
<td>• Write reports or recommendations when requested by the student by the given deadline from the counselor</td>
<td>• Give appropriate forms to your counselor</td>
<td></td>
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<tr>
<td>• Help proof read an application/essay (Must make an appointment with counselor. Teachers are great proofreaders for essays as well! Just give them time.)</td>
<td>• Keep photocopies of all forms you mailed. Be careful not to photocopy confidential information from a counselor/teacher/school</td>
<td></td>
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<tr>
<td>• Help focus the search process and discuss needs for admissions</td>
<td>• Keep accurate records &amp; get things in writing</td>
<td></td>
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<tr>
<td>• Meet with parents and students to define plan and needs</td>
<td>• Inform your counselor of all admission decisions ASAP</td>
<td></td>
</tr>
<tr>
<td>• WATCH Deadlines!</td>
<td>• WATCH Deadlines!</td>
<td></td>
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</tbody>
</table>
2018-2019 Counselor Service Referral Guidelines

Students requiring a referral to the counseling office for social, academic, behavioral, emotional, or other concerns will need to complete a counselor referral form and then turn that referral form into the Director. The Director will review the referral and pass along to the school counselor. The procedure below outlines a typical referral and follow-up process followed at QSI Sarajevo.

1) The classroom teacher initiates contact with guidance by completing and submitting the counselor referral form to the Director. The Director refers to school counselor.

2) The counseling department meets with the referring teacher to discuss further details (as needed). Interventions and strategies introduced at classroom level or through school counselor initiatives.

3) If progress is not attained, the school counselor schedules a minimum of 3 observations.

4) Observations are written up on the Classroom/Academic Observation Summary Form.

5) The observations are reviewed in meeting (#1) between classroom teacher, Director and relevant school staff.

6) A decision may be made to implement further strategies/interventions with appropriate monitoring within the school setting or immediate parental request for meeting. Parental request made for meeting(#2) to discuss and or further develop a progress plan.

7) If meeting (#1) at the intervention level produced positive progress then continue to monitor until student is functioning effectively in the classroom.

8) The parent meeting (#2) will include all relevant staff members. The observation summaries and intervention progress results will be presented and discussed. Strategies and Interventions developed with further progress monitoring plan (or) referral made to parents to seek further evaluation or assessment.

9) Follow-up monitoring for interventions or referral progression will be reported by school counselor to Director.
2018-2019 School Counselor Service Referral Form

The referral process begins when a student is identified with any issues which may impede their ability to benefit from a regular program at the school. (Considerations: declining grades/work completion, lack of progress on goals/objectives, behavioral/emotional concerns, attendance, standardized test scores, assessments etc.). The concerns are identified as significant as indicated by rate of occurrence and intensity.

Student Name: _____________________________________________
Date of Birth: _____________________________________________
Teacher: _________________________________________________
Class: ___________________________________________________
Native Language: __________________________________________
Previous School: ___________________________________________
Years with QSI: ___________________________________________
Parent name: _____________________________________________
Phone: ___________________________________________________
Email: ___________________________________________________

Student is not performing at grade level due to (summary based on information and observations presented below):
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Current Assessment Information:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

School wide Assessments:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Attendance Information:
Days Absent: _______ Days Tardy: _______

Classroom Observations
1. Indicate observations using the following scale: 0= Not Observed, 1=Below Average, 2=Average, 3=Above Average
   ______ Attentive ______ Punctual
   ______ Tries to do his/her best ______ Follows directions (all types)
   ______ Completes assignments ______ General attitude
   ______ Physical stamina ______ Coordination (fine/gross)
   ______ Has good grooming/hygiene ______ Has a positive attitude
   ______ Interpersonal relationships (peer) ______ Self-confidence
____ Interpersonal relationships (authority)  ____ Attention span/concentration  
____ Organization (plans work)  

Comments on any of the above items:______________________________________________________

2. Describe areas of potential social/emotional concern (if any):  
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

3. Describe any known physical or medical limitations or conditions that may affect classroom  
performance:___________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

4. Motivation/initiative: In the classroom  
   _Above Average  
   _Average  
   _Below Average  
5. Motivation/initiative: Outside the classroom  
   _Above Average  
   _Average  
   _Below Average  

6. If items 4 or 5 are noted as Below Average, please describe:________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

7. If attention span is a problem, how long can the student attend to a task?  
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

8. Does he/she have behavioral problems?  
   _Yes  
   _No  

If yes, please describe:_________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

9. Does he/she have any peculiar mannerisms (i.e. rocking, shaking head, etc.)?  
   _Yes  
   _No  

If yes, please describe:_________________________________________________________________
_____________________________________________________________________________________ 
_____________________________________________________________________________________

10. Are assignments turned in neatly completed?  
    _Yes  
    _No
Please explain academic strengths. (EX: Can properly identify pronouns, verbs, etc. – include where the student is currently performing if possible)

_____________________________________________________________________________________

_____________________________________________________________________________________

Please explain academic weaknesses. (EX: Punctuation, conventions, reading comprehension, appropriate use of mathematical operations.) Include where the student is currently performing if possible.

_____________________________________________________________________________________

_____________________________________________________________________________________

What accommodations/interventions does the student regularly use in your classroom? (EX: extended time, word processor, timer to stay on task, daily assignment sheet, provided written outlines for notes)

_____________________________________________________________________________________

_____________________________________________________________________________________

Interventions:
Approximate Begin Date: ___________ End Date: ___________
Person Responsible: _______________________________________

What have you tried to do to resolve this problem?
_____________________________________________________________________________________
_____________________________________________________________________________________

How did it work?
_____________________________________________________________________________________
_____________________________________________________________________________________

Date: _______________________________________

Signature: ___________________________________
2018-2019 School Counseling Program Internal Actions
*Success Orientation surveys at beginning and end of year to access data on whole school progression of SO Outcomes. (SC)
*School counseling needs survey for Middle School and High School. (UC, SC)
*Level 6YO to SEC4 individual student tracking with physical file kept on each student with data (MAP, progress report, graduation checklist, referral data, etc.) (UC)
*Progress monitoring for all students with transferred care from the previous year. (SC)
*Elementary School whole class counseling sessions/lessons as requested by the classroom teacher. (SC)
*Middle School focused sessions/lessons during homeroom. Focus on study skills, bullying, Success Orientations to lifelong character building. (SC)
*Lunch group opportunities. (SC)
*High School focused sessions/lessons. Focus on academic honesty, study skills, emotional development. (UC, SC)
*Search out and setup SAT preparation for students from the school (UC)
*Coordinate, plan, and proctor (if needed) AP, SAT, PSAT, and ERB exams. (UC)
*Work with administration to provide help and consultation to the prescribed discipline program (SC)
*Support the school’s role in coordination with QVS and online providers (UC)

QSI Sarajevo School Counseling Activities and Events
*University Information Night for Parents (UC)
*University Information Sessions for Students (UC)
*Career Day with the final day (UC, SC)
*Success Orientation Activities, Presentations, and Assemblies (UC, SC)
*PSAT, SAT, ERB, and AP Testing (UC)
* Lunch Groups (UC, SC)
* MS/Sec School Pullout Individual/Small Group Academic Advisory and Planning Sessions (UC)

*Possible 2019-2020 Guidance Monthly Themes
September – Academics, goal setting, successful student behaviors (SO=Responsibility)
October – Self-discipline, self-management, responsible behavior (SO=Responsibility)
November – Decision-making, choices and consequences (SO=Trustworthiness)
December – Self-esteem, self-acceptance, cultural differences (SO=Group Interaction)
January – Feelings, coping, anger and stress management (SO=Group Interaction)
February – Friendship, empathy, motivation to caring (SO=Concern for Others)
March – Problem-solving, conflict resolution, peer interaction (SO=Kindness and Politeness)
April – Career Exploration, tools for success (SO=Aesthetic Appreciation)
May – Transitions, honesty (SO=Independent Endeavor)

*Possible 2019-2020 School-Wide Education and Awareness Campaigns
National Suicide Prevention Week – September
International Day of Peace – September
Mental Illness Awareness Week – October
Unity Day Against Bullying – October
World Kindness Day – November
International Volunteer Day – December
International School Counseling Week – February
International Women’s Day – March
International Autism and Disability Awareness Day – April
Global Youth Service Days – April
International Children’s Day – May