



The National Evangelical School in Nabatieh

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Counseling Services Policy with OT Collaboration

National Evangelical School Nabatieh

1. Policy Purpose and Alignment

The Counseling Services Policy at the National Evangelical School Nabatieh is designed to ensure the emotional, social, and academic well-being of all students, with a special focus on those requiring individual developmental support. Aligned with the school's inclusive mission and child-centered values, this policy formalizes a structured process for student support through the coordinated work of school counselors, occupational therapists (OT), and academic staff.

2. Scope

This policy applies to all students, particularly those with Individual Development Plans (IDPs), and extends to academic and non-academic staff involved in the student support process. It includes two major pillars:

1. The School Counselor leads Counseling and emotional/social support services.
2. Academic and behavioral support is handled through collaboration with the Occupational Therapist (OT).

3. Objectives

- Promote student well-being and inclusive participation in school life.
- Ensure early detection of challenges through structured referral pathways.
- Equip teachers with the tools and support needed for diverse learning needs.
- Foster collaboration between the school, parents, and external professionals.

4. Support Process Framework

The class teacher initiates the student support process through classroom-based identification. Once a concern is noted, the teacher consults with their Head of Department (HOD), who validates the case and formally reports it to the School Counselor. The Counselor then determines the appropriate approach: classroom observation (if needed) and one-on-one meetings with the student. Based on these findings, the Counselor may initiate a parent meeting to discuss observations, needs, and possible next steps. Subsequent feedback is shared with the referring teacher, and in some cases, the Academic Coordinator is consulted for instructional adjustments. Follow-up reviews are scheduled to track progress.

In parallel, when a case indicates academic or sensory-motor concerns, the Occupational Therapist is involved from the identification stage. The OT conducts specialized assessments and works directly with teachers to develop classroom strategies tailored to student needs. This dual system ensures holistic support—emotional and academic—for all students.

5. Roles and Responsibilities

Stakeholder	Responsibility	Involvement Phase
Teacher	Identify concerns, initiate HOD consultation, implement strategies	Initial Identification
Head of Department (HOD)	Validate the case and refer to the Counselor	Initial Review
School Counselor	Observe students, hold meetings, provide emotional support, and communicate with parents	Investigation & Emotional Support
Parents	Collaborate with the school on emotional and developmental strategies	Parent Partnership
Academic Coordinator	Provide instructional guidance as needed	Follow-up
Occupational Therapist (OT)	Support academic and sensory development through classroom interventions	Specialized Academic Support

6. Monitoring and Evaluation

Each case is monitored through a documented cycle that includes:

- Counselor and OT logs
- Feedback forms from teachers
- Parent meeting summaries
- Observable student progress in both emotional behavior and classroom performance

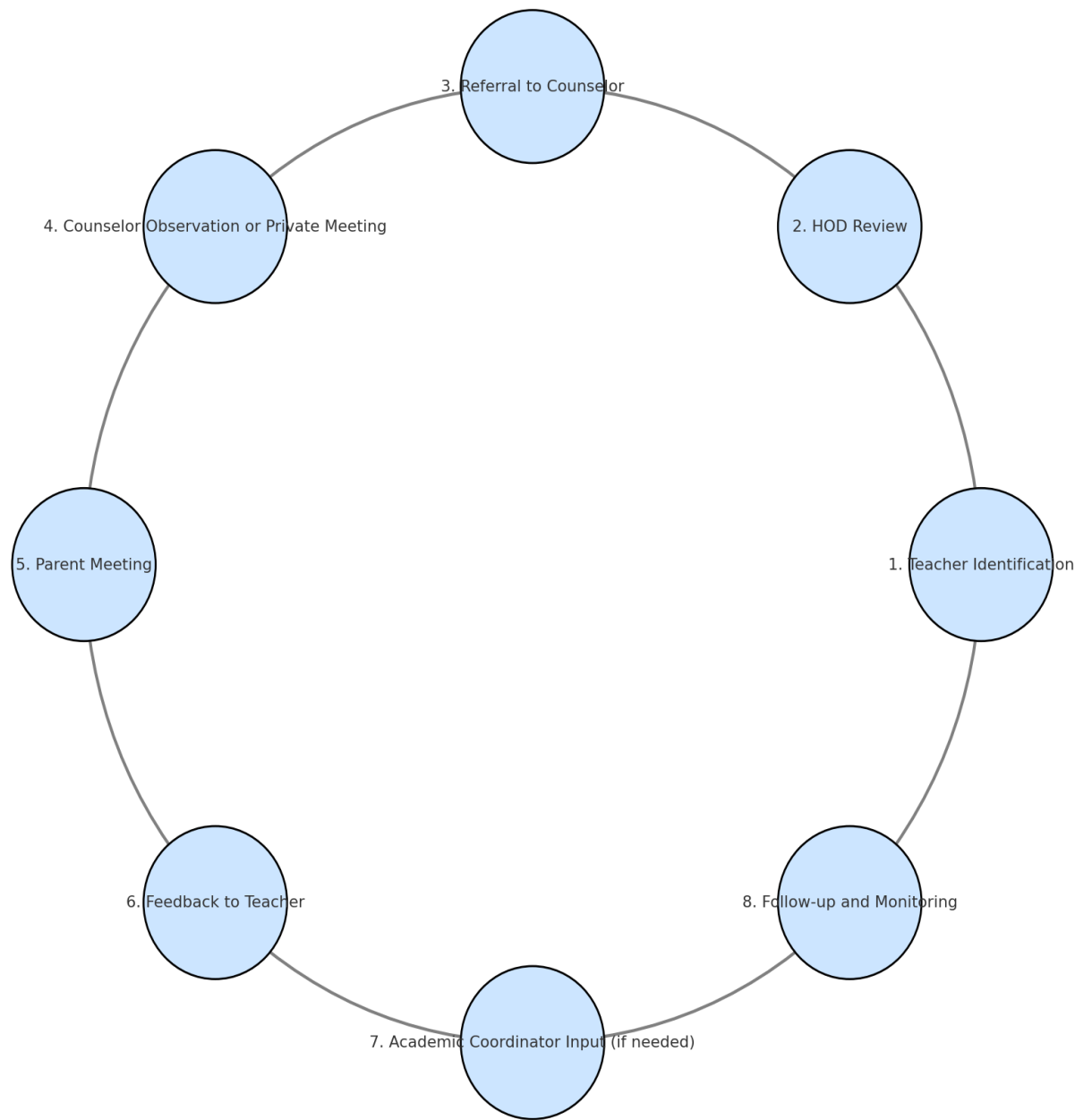
7. Success Criteria

- Increased teacher awareness and appropriate referrals.
- Timely and meaningful parental engagement.
- Implementation of OT and counseling recommendations in classroom practice.
- Positive shifts in student behavior, engagement, and academic outcomes.

Appendix: Student Support Process Chart

The following diagram illustrates the circular process followed when a student case is identified and supported through counseling and/or OT collaboration:

Student Support Process: Counseling and OT Collaboration



Student Support Process: OT Therapist Collaboration

