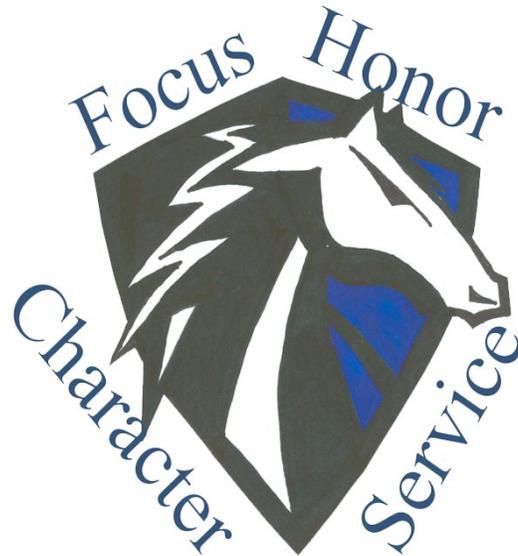


# Forrest City High School

## Student Services Plan

*(work in progress)*



Forrest City School District



**FOCUS · CHARACTER · HONOR · SERVICE**

# Forrest City High School

## STUDENT SERVICES PLAN

This plan articulates the functions served by each of the components of a program of student services. The plan indicates development and implementation for providing student services to all students in the public school system, including area vocational-technical schools. This plan is building-based (site-based) upon the needs identified by parents, teachers, principals, students and other agencies with which the school district works (such as local Department of Human Services or Department of Health personnel).

### TABLE OF CONTENTS

- I. Counseling, Guidance, and Career Awareness
  - Our Mission
  - Foundation of Forrest City High School Counseling Program
    - Vision Statement
    - Mission Statement
  - The Role of the Forrest City High School Counselors
    - Organization
    - Counseling
    - Consultation
    - Coordination
    - Referral to Outside Agencies
    - Assessment and Testing
    - Orientation
    - Academic Advisement for Class Selection
    - Student Records
    - Career Awareness and Planning
    - Appropriate/Inappropriate Activities for School Counselors
- II. Bullying and Suicide Prevention
  - Bullying
    - Definition
    - Description
    - Activities
    - Anti-Bullying Description & Policy for the School
  - Suicide
- III. Alternative Methods of Classroom Management
- IV. Parental Involvement
  - Forrest City High School Parent and Family Engagement Plan
    - ✓ Goal 1-Utilize various communication strategies

- ✓ Goal 2-Host parent meetings, conferences, & activities regularly
- ✓ Goal 3-Provide information to parents for volunteering
- ✓ Goal 4-Create School-Parent compact
- ✓ Goal 5-Parental involvement on school improvement plan
- ✓ Goal 6-Resources for parents
- ✓ Goal 7-Evaluation of parent engagement
- ✓ Goal 8-Parent interest survey
- ✓ Goal 9-Annual Title 1 Meeting

V. Health Services

- Nurse/Pupil Ratio
- Responsibilities of School Nurse

VI. Counselor's Role in Special Education

VII. Psychological Services

- Evaluations
- Consultations
- Early Identification
- Policies Ensuring Ethical Procedures

VIII. Visiting Teacher and Social Work

- Description
- Liaison Between Home and School

IX. Appendix

# I. COUNSELING, GUIDANCE, AND CAREER AWARENESS SERVICES

## **Our Mission:**

The Forrest City High School in partnership with parents and community stakeholders affords a quality educational environment which guides all students to learn the skills and acquire the knowledge necessary for them to meet the challenges of an ever-changing world. It is with this in mind that we know:

“We aren’t born smart. We get smart.  
For it is through a **FOCUS** on academic excellence,  
strong **CHARACTER**,  
**HONOR** and **SERVICE**;  
We seek to ensure **PROFICIENCY** for ALL!”

## **FOUNDATION OF FORREST CITY HIGH SCHOOL COUNSELING PROGRAM**

The Forrest City High School counseling program is an all-inclusive total instructional program that provides all students the opportunity for optimal growth and development. It is with this and the Forrest City High School mission statement, that the Forrest City High School Counseling Program has embraced the following comprehensive counseling model.

- **Vision Statement:** The Forrest City High School Counselors, in partnership with students, parents, educators, and community stakeholders, will facilitate a comprehensive school counseling program to ensure ALL students are prepared emotionally, academically, and intellectually with the knowledge and skills necessary for life-long learning in an ever-changing society.
- **Mission Statement:** As professional school counselors, we ensure that all students receive the benefits of a counseling program they are entitled to that is by nature developmental, designed for prevention, and comprehensive in scope. Having access to professional school counselors, every student can acquire tools necessary to become accountable, productive citizens and life-long learners. Forrest City High School Counselors will assist in the academic, career, personal/social development of all students to help maximize their potential and prepare them to function efficiently in a constantly changing world.

## THE ROLE OF THE FORREST CITY HIGH SCHOOL COUNSELORS

Essentially, the role of the professional school counselors at FCHS is that of helpers. The counselors are trained to provide assistance to students, staff, and parents. Specific services offered by counselors include whole-group, small-group, and individual counseling/guidance, the development and use of career-related information, and consultation in educational planning and assessment. Additionally, counselors help students, to explore their needs, characteristics, and differences to make best individualized decisions for their academic, career, personal, and social betterment.

The following categories encompass the primary responsibilities of counselors:

- Organization
  1. Administer needs assessment.
  2. Organizes advisory committee.
  3. Plans guidance activities for the school year.
  4. Implement program based on needs.
  5. Evaluate program at year's end.
  6. Make program revisions as necessary.
  
- Counseling
  1. Provide individual counseling services to all students who request, are observed in need, or are referred by teachers, parents, or administrators.
  2. Provide crisis interventions.
  3. Generate developmental and preventive programs and experiences, such as group and individual counseling to promote growth academically, socially, and emotionally.
  4. Address the challenge of assisting students, parents, and staff with developing healthy, productive interpersonal relationships.
  5. Provide guidance activities in decision-making and communication skills.
  6. Oversee the dissemination of information for educational and career planning post-high school graduation.
  
- Consultation
  1. Assisting teachers in working with individual students or groups of students.
  2. Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum.
  3. Assisting in the identification and development of programs for students with special needs.
  4. Participating in school committees that address substance abuse, gifted and talented education, curriculum development, coordination of each grade level, and school accreditation.
  5. Interpreting student information, such as results of standardized tests for students and team members.

6. Consulting regularly with other specialists (e.g., psychologists and representatives from community agencies.)
- Coordination
    1. Assist parents in gaining access to services for their children through a referral to outside agencies.
    2. Plan, coordinate, and evaluate the guidance program's effectiveness.
    3. Coordinate the school's testing program, which includes interpreting test results to parents, students, and school personnel.
    4. Serve as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

- Referral to Outside Agencies

Counselors establish and maintain close working relationships with staff of a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and establish policies and procedures for interagency communication.

Some agencies available in our area for referrals are: Mid-South Health Systems, Kids for the Future, Logan Center, and Woodridge

Arkansas state law requires schools to cooperate with and provide access to Department of Human Services staff.

Tasks counselors may undertake:

1. Referring students and parents with special needs to resources in and outside the school.
2. Maintaining contacts with outside resources.
3. Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines.
4. Following up on referrals.

- Assessment and Testing

The Forrest City High School counselors are the building test coordinators for the school. Duties include:

1. Teacher in-service,
2. Inventory of tests,
3. Distribution of tests,
4. Test security procedures and documentation, and
5. Return shipment of materials.
6. Make-up testing
7. Interpret test scores for parents, students, teachers, and school personnel to assist in identifying strengths and weaknesses of particular students, groups of students, or curriculum.

- Orientation  
Orientation is a process to acquaint students, parents, and staff with the services of the guidance department and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make affective transition adjustments from one school setting to another.
  
- Academic Advisement for Class Selection  
Counselors act in the consulting role and use the Arkansas Department of Education Smart Core guidelines when guiding students toward educational and career objectives for placement of students in appropriate courses.
  
- Student Records  
Cumulative files are maintained in the Counselor's Office. The counselor has full access to these files and any other files kept by the district for guidance and other related services.
  
- Career Awareness and Planning
  1. Helping students to understand the value of working.
  2. Helping students relate interests to career choices.
  3. Helping students to relate school performance to job choice and success.

## Appropriate Activities for School Counselors

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

## Inappropriate Activities for School Counselors

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk



1101 King St., Suite 625, Alexandria, VA 22314 ■ Phone: 703 683 ASCA ■ [www.schoolcounselor.org](http://www.schoolcounselor.org)

## II. BULLYING AND SUICIDE PREVENTION

- BULLYING

The Forrest City School District **will not accept** any form of bullying will on property, at school sponsored activities and on school buses.

- A. Definition

Bullying is defined as excessive aggression or excessive verbal abuse. This will include but not limited to the following acts:

- 1) Threatening another student to commit bodily harm
- 2) Threatening to extort money from another student
- 3) Intimidating another student by using insulting language
- 4) Coercing other students to commit unlawful acts
- 5) Taking anything by force

- B. Description

These services include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are designed to promote understanding and positive communication.

- C. Activities

Activities for students include dealing constructively with conflict, building positive self- esteem, respecting human differences, making responsible decisions, coping with frustrations and anger, and developing positive interpersonal skills.

- D. Anti-Bullying Description & Policy for the School

Act 681 of 2003 requires school districts to adopt anti-bullying policies to prevent pupil harassment, also known as “bullying,” and shall file with the Department of Education a copy of the policies adopted.

At Forrest City High School, the school counselors discuss the issue of bullying. Classroom discussions are led to instruct students what to do if they are confronted with a bullying situation.

Forrest City High School tolerates zero bullying. A meeting with the principal is mandatory if bullying is reported to an adult at the school.

- SUICIDE

- A. A suicide risk assessment should be initiated immediately whenever a student talks about harming himself/herself, or if there is concern that a student has thoughts about hurting himself/herself.

- B. Do not allow the student to leave the building until this assessment is completely filled out and/or a plan for ensuring the student’s safety is being carried out.

C. This Suicide Risk Assessment will guide our evaluation, document our concerns, and help in developing a student safety plan.

**Step 1: Keep the Student Safe**

- Appropriately supervise the student(s).
- Never leave student alone.
- Secure a safe, confidential space to assess the student's suicidal intent.

**Step 2: Notify the Site Administrator/Principal**

- Report the situation to the school principal immediately.
- If there is imminent danger, please follow protocol to call 911.

**Step 3: Staff Members Completing this Screening**

- School Counselor
- School Based Mental
- School Nurse
- Other \_\_\_\_\_

**Step 4: Notify the Student's Parent(s) or Guardian(s)**

- Parents/guardians have been notified of the situation. Verbal permission for a mobile assessor has been requested.
- Parents/guardians have been asked to come to the school to discuss the child's needs.
- Parents/guardians have been notified of the situation and refuse all services. Parents must pick up student.
- Parents/guardians have NOT been notified because:  
\_\_\_\_\_

---

**Indicators of Potential Suicide Checklist** (*Check as many as apply*)

- |  |   |
|--|---|
| <input type="checkbox"/> Suicide notes                               | <input type="checkbox"/> Increased risk taking                          |
| <input type="checkbox"/> Family problems                             | <input type="checkbox"/> Plan to commit suicide                         |
| <input type="checkbox"/> Loss of an important person or relationship | <input type="checkbox"/> Sexual identity issues or sexual abuse         |
| <input type="checkbox"/> Making final arrangements                   | <input type="checkbox"/> Drug and alcohol use                           |
| <input type="checkbox"/> Legal problems                              | <input type="checkbox"/> Verbalize suicide threat(s)                    |
| <input type="checkbox"/> Family history of suicide                   | <input type="checkbox"/> Social withdrawal or isolation                 |
| <input type="checkbox"/> Giving away possessions                     | <input type="checkbox"/> Humiliation or rejection                       |
| <input type="checkbox"/> Poor coping skills                          | <input type="checkbox"/> Access to a means to harm self                 |
| <input type="checkbox"/> Friend has attempted suicide                | <input type="checkbox"/> Feels like quitting or running away from world |
| <input type="checkbox"/> Reading or writing about death              | <input type="checkbox"/> Collecting information on suicide methods      |
| <input type="checkbox"/> Limited support system                      | <input type="checkbox"/> _____  |
| <input type="checkbox"/> Previous suicide attempts, cutting          |   |
| <input type="checkbox"/> Sad or depressed affect, hopelessness       |   |

### **Suicide Prevention Resources for Parents**

**Forrest City Medical Center:** 1601 Newcastle Road (870)-261-0000  
**MidSouth Health Systems:** 4451 N Washington St (870)-630-3880

### **III. Alternative Methods of Classroom Management**

The main method of classroom management used at Forrest City High School is Assertive Discipline. Students are taught that their misbehavior will result in increasing levels of discipline the more times they disobey the rules. For most students, this form of classroom management works. For those students having more difficulty, behavioral contracting, dispute resolution or behavior modification plans are used.

## **IV. Parental Involvement**

### **FORREST CITY HIGH SCHOOL Parent and Family Engagement Plan**

**Superintendent:**

Dr. Tiffany Hardrick

**Parent Facilitator:**

Abbie Robinson

**School Improvement Status:**

Priority

**Forrest City High School Committee Members:**

Abbie Robinson, Parent and Family Engagement Facilitator

LaTwon Whitby, Parent /Community

Beatrice Henderson, Parent

Yolanda Dawson, Parent

Heather Casey, Parent /Community

Tamara Morrow, Parent

Benita Randle, Parent

Sandra McCoy, Parent / Community

**Goal 1:** Forrest City High School will utilize various communication strategies to provide additional information to parents and to increase parent and family engagement in supporting classroom instruction.

Strategies for reaching goal:

- The Forrest City School District technology department will create a Web site to house classroom Web sites for each teacher. Homework assignments and pertinent classroom information will be available on classroom Web sites. Also, parents can access their child's grades using a PIN number they received at the beginning of the school year. Parents may use e-mail to communicate with members of the school staff.
- Parents may use e-mail to communicate with members of the school staff. Teachers will routinely contact parents on an individual basis to communicate about their child's progress.
- The Forrest City High School principal and registrar will provide to parents reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events.
- The Forrest City High School parent and family engagement facilitator and the Forrest City School District public relations director will distribute brochures, post notices in school facilities and public buildings, and provide information for local newspapers and radio stations about parent workshops and meetings.

**Goal 2:** Forrest City High School will host parent meeting, conferences and activities regularly throughout this year, offering flexible meeting times, to increase parent and family engagement and build staff and parent capacity to engage in these types of efforts.

Strategies for reaching goal:

- The parent and family engagement facilitator will hold an orientation for parents at each grade level to inform them about the school's participation in the Title I program and to encourage parents to be involved with reviewing and revising of the School's Title I Plan.
- Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.
- The school will hold a minimum of two mandated parent-teacher conferences during the school year to keep parents abreast of the student's academic progress.
- The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:

Back to School Fair  
Open House  
College Night  
Financial Aid Night  
FAFSA Preparation Workshop for parents and students (Saturday)  
Annual Title I Meeting  
Annual Report to the Public  
Academic Honors Programs  
Academic Success Night for Math and Literacy  
Career Action Plan Night  
Parent Teacher Conference (2)  
Parent Advisory Board Meeting  
Band Booster  
District Parent Summit

- The meetings will be held at various times to better accommodate parents.

**Goal 3:** Forrest City High School will provide information to parents about volunteer opportunities.

Strategies for reaching goal:

- The school's parent and family engagement facilitator will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents and parent surveys. The parent and family engagement coordinator will explain the requirements to parents and encourage them to become involved in the school.
- Forrest City High School will work with Forrest City Junior High School to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. The school will host special orientation programs for parents and students to help with the transition. Coordinator will be Betty Selvy, Director of Ninth Grade Academy.

- The Parent and Family Engagement Facilitator will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education.
- The State Board of Education’s Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understand of effective parental involvement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

**Goal 4:** Forrest City High School will work with parents and families to create a School-Parent-Compact.

Strategies for reaching goal:

- The high school principal will designate a date when the school staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high academic standards. All stakeholders will sign the compact.

**Goal 5:** Forrest City High School will provide opportunities for parents and families to be involved in the development, implementation and evaluation of the school wide school improvement plan, and the Annual Title I Meeting to engage them in the decision-making processes regarding the school's Title I, Part A Program.

Strategies for reaching goal:

- To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement. The parent and family engagement facilitator at Forrest City High School will lead in the recruitment of former FCHS graduates to serve on the alumni board.
- The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school.
- The school will engage parents in decision making about the allocation of its Title I, Part A funds for parental involvement.

**Goal 6:** Forrest City High School will provide resources for parents.

Strategies for reaching goal:

- The Forrest City School District Parent and Family Engagement Coordinator will work with the Forrest City High School parent and family engagement facilitator to distribute Informational packets each year that includes a copy of the school’s parent and family engagement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents and families can become involved

in their child's education, parent and family engagement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mail, etc.).

- To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review.
- The Forrest City School District superintendent and local school board shall include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.
- The principal of each school in a school district shall designate (1) certified staff member who is willing to serve as a parent and family engagement facilitator.
- The high school principal and parent and family engagement coordinator shall create a parent center which is located in the high school library.
- Parents may check out materials, use the computer to check grades, and visit educational Web sites. Parents will be encouraged to view the Title I Plan located in the parent resource center or media center. A suggestion sheet will also be available for parent and family input. The school will open the resource center at hours that are convenient to parents.

**Goal 7:** Forrest City High School will engage parents in the evaluation of your parent and family engagement efforts.

Strategies for reaching goal:

- The high school parent and family engagement facilitator and the Forrest City School District Parent and Family Engagement Coordinator will engage parents in the annual evaluation of the Title I, Part A Program's parent and family engagement efforts through an annual evaluation using comprehensive needs assessment filled out by teachers, parents and school staff. The Title I committee, made up of teachers, parents and school staff, will determine the effectiveness of the parent and family engagement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parent and family engagement will be a part of the evaluation the survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student's academic growth.
- The parent and family engagement facilitator at Forrest City High School will send out an annual parent and family engagement survey.
- A parent focus group will be created by the parent and family engagement facilitator to discuss the results of the parental involvement survey.

**Goal 8:** Forrest City High School will use the parent interest surveys to select, plan and implement parent and family engagement activities that will be offered throughout the year.

Strategies for reaching goal:

- The Forrest City High School guidance department shall sponsor seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

- The school's parent and community engagement facilitator will ask parents to fill out a parent interest survey at registration or at the beginning of each school year to get information from parents concerning the activities they feel will be.
- The school will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parent and family engagement plan evaluation.
- The parent focus group will use the results of the parent interest survey will be used to plan the parental and family engagement activities for the year.

**Goal 9:** Forrest City High School will plan the Annual Title I Meeting.

Strategies for reaching goal:

- The Forrest City High School principal and leadership team will engage parents in decision making about the allocation of its Title I, Part A funds for parent and family engagement.
- For each Title I, Part A School, an Annual Title I Meeting must be conducted. The agenda, the sign-in sheet and the minutes for this meeting must be generated separately from any other events and kept on file in the school's office.
- The Forrest City High School principal and parent and family engagement facilitator will hold their annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet.

## V. Health Services

### A. Nurse/Pupil Ratio

Act 1106 of March 1991 established guidelines requiring all school districts beginning with the 1994-95 school year should have no less than one full-time school nurse per one thousand students. Forrest City High School has housed in the building one Licensed Practical Nurse.

### B. Responsibilities of School Nurse

The role of the school nurse is to assess and care for student health needs. The major part of the nurse's time is spent in direct child care, personal conferences, appraisal and follow-up.

Health services include, but are not limited to:

- 1) maintaining students' health records,
- 2) physical screenings,
- 3) referrals to appropriate medical professionals for students in need,
- 4) providing emergency care,
- 5) being available to present health related units in the classroom, and
- 6) providing parents with health related information.

## VI. Counselor's Role in Special Education

Special Education is an issue that must be addressed directly when the counselor's job description is defined. The ultimate responsibility of the counselor is to meet the guidance needs of all students. Some examples of counselor activities that include all students are listed below:

- Conducting classroom guidance activities.
- Conducting small-group and individual guidance and counseling activities.
- Consulting with parents and teachers.
- Referring to community resources at appropriate junctures.
- Conducting in-service training on relevant topics.
- Participating as a member of a diagnostic team when counseling skills are required.

Involvement with students with disabilities beyond the scope of the comprehensive counseling and guidance program will keep counselors from fulfilling their job descriptions. It should be kept in mind that counselors are charged with the responsibility of carrying out a system or school program. Therefore, counselors should not:

1. Become the coordinator of the IEP process.
2. Become immersed in writing IEP's for students with disabilities.
3. Become solely responsible for parent contacts and conference scheduling.

Students with disabilities have a right to a well-planned and thoughtfully executed guidance program just as students in the regular program. Counselors have an ethical obligation to provide these professional services on an equitable basis. Allowing the demands of students with disabilities to consume amounts of time that detract from the program for all students is not an acceptable nor an ethical guidance practice.

The development and implementation of a comprehensive counseling and guidance program includes career guidance and counseling which can facilitate the transition from school to post-school employment or further training. The transition from school involves a variety of choices, services, and experiences. Though planned activities and programs, this process can be made more realistic and successful for students with disabilities.

Through the cooperative effort of special education teachers, regular and career/technical education teachers, counselors, and support personnel, students with disabilities can be provided with a solid foundation that will enhance personal, educational, and vocational development. The goal is to provide programs that help students achieve their potential.

## VII. Psychological Services

- Evaluations The district provides an evaluation for students with learning or adjustment problems and evaluation of students in exceptional child education programs. Psycho-educational testing is provided on a contractual basis by a licensed or certified examiner.
- Consultations The district provides consultation and counseling with parents, students, and school personnel.
- Early Identification
  - A. The district provides a system for the early identification of learning potential and factors which affect the child's educational performance.
  - B. Liaison and Referrals Referral to outside agencies are made, as necessary, in coordination with the Special Education supervisor.

Some of these may include:

- 1) referral to audiologist,
  - 2) referral to doctor,
  - 3) referral for Occupational/Physical Therapy.
- Policies Ensuring Ethical Procedures Policies which ensure ethical procedures regarding psychological activities are under the direction of the Special Education Supervisor.

## VIII. Visiting Teacher and Social Work

### A. Description

The Forrest City School District does not fund the position of social worker. Other agencies which do work for the welfare of the students are the Department of Human Services, Hotline services, privately funded mental health agencies, and the Arkansas State Police. These persons seek to enhance the coping capabilities of people and to change environmental conditions that impact people.

These persons provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning.

### B. Liaison Between Home and School

In the absence of a school social worker, the guidance counselors serve as a liaison between the school and community social services. They inform the principal of the school of all actions taken.

## **IX. APPENDIX**