



STANDARDS FOR PSYCHOLOGICAL SERVICES

DOC
TYPE 4293

DIVISION OF PSYCHOLOGICAL SERVICES

STANDARDS	STATUS <i>(CHECK ONE)</i>			
	*1	*2	*3	*4
I. Psychological services is an integral part of of the educational program of this school.				
II. Clearly identified procedures are specified for providing psychological services for students and for entering data regarding these services into the Student Case Management (SCM) System.				
II. Activities				
A. Child Study Team (CST)				
1. A Child Study Team is operational within the school as evidence by a log or minutes of meetings.				
2. A written plan for utilization of the Child Study Team is on file (schedule of meetings, membership, purpose, procedures for utilization of the team).				
3. The school psychologist participates in all CST meetings in which a student may be referred for psychological evaluation.				
4. All regular and Exceptional Student Education (ESE) teachers in the school are familiar with the purpose of the CST and how it can provide assistance to them.				
5. Timelines for referral data are established and adhere to.				
6. Provision is made for the appropriate teacher(s) to attend the CST.				
7. Parents are notified of the time and place of CST meetings for their child.				
8. The CST is recognized by staff as an invaluable vehicle for the identification and resolution of student's problems.				
9. Child Study Team-Reevaluation (CST-R) conferences are conducted to meet the requirement of 90 days prior to the expiration of a student's current evaluation.				
B. Consultation				
1. Appropriate consultation and resource materials are provided to the staff regarding learning problems, behavior problems, and the needs of individual students, upon request.				
2. Consultation is done with parents regarding the needs, problems, and development of the individual child.				
3. The psychologist seeks help from teachers when working with students relative to classroom behavior.				
4. The psychologist recommends community agencies to the the administration and parents for students whose psychological needs cannot be met in the school.				

*1 = Operational

*2 = Needs Improvement

*3 = Not Implemented

*4 = Not Applicable

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5.	Consultative services in suicide prevention and crisis intervention is provided to the school staff, as needed.				
C.	Evaluation and Report Writing				
1.	Classroom observations of students are a regular activity of the the psychologist for initial evaluations and are also provided upon request of the Child Study Team or administration.				
2.	Appropriate areas relative to identified problems are assessed.				
3.	Information from case records, cumulative folders, teachers information, and parent reports are accurately dscribed and interpreted.				
4.	Reports describe the student and how the student functions.				
5.	Findings are integrated with data from other disciplines.				
6.	Recommendations are definitive, usable by staff, and related to to the problem identified.				
7.	Reports are written within a reasonable time after testing (two weeks).				
8.	The confidentiality of records is maintained by the school psychologist to safeguard privacy.				
D.	Using established guidelines, psychological counseling is provided for students, upon request of the CST or counselor.				
E.	Integration With Total School Program				
1.	Regular meetings (monthly) are held between the administrative staff and school psychologist.				
2.	The psychologist works cooperatively with other Student Services personnel (speech therapist, counselors, visiting teachers/school social workers).				
3.	The psychologist maintains a schedule of appointments and activities which provide maximum availability to students for for evaluation and/or counseling purposes.				
4.	The psychologist acts as a consultant with Exceptional Student Education personnel (teachers, LEA representatives, etc. etc.).				
5.	All staff have an adequate understanding of the psychological services available and the function of the school psychologist				
6.	Adequate clerical assistance is provided to assist the school psychologist, CST, and the staffing/placement committee.				
F.	Information Sharing				
1.	Results of psychological evaluations are shared with parents, teachers, administrators, etc., in language and terminology that aid their understanding of the student and contributes to the development of an individual educational plan when appropriate.				

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2. Regular teachers are provided information about academic performance/behaviors which signal possible referral for ESE placement.				
3. Data entry of psychological services into the Student Case Management system is timely, accurate, and consistent.				
IV. Evaluation Having identified specific factors affecting psychological services, analyze the overall operation and functioning of psychological services within your school:				
A. Child Study Team				
B. Consultation Services				
C. Evaluation and Report Writing				
D. Integration with Total School Program				

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NOTE: Ongoing evaluation is a very important function in that it yields information which should be used to assess the effectiveness of the Psychological Services and thereby indicate those areas where adjustments should be made to ultimately benefit all students.

If you would like assistance in implementing any of the Standards, please call the Office of Psychological Services at (305) 995-1735.