

PSYCHOLOGICAL SERVICES

Primary Goal - To screen and place students requiring specialized services in an educational setting where they might have opportunity to achieve maximum benefit from the educational program

<u>Staff</u>	<u>Students</u>	<u>Budget</u>	<u>Cost Per Student</u>
5.40	1,846	\$753,136	\$408

Level K - 12

Student Achievement/Program Data

	2008-09	2007-08	2006-07
Counseling Services			
1. Number of students provided individual counseling	468	402	318
2. Number of students in counseling groups	922	927	918
3. Number of individual behavior programs established	244	211	216
4. Number of individual parent contacts	3516	3436	3324
Number of psychological evaluations completed	456	466	508
1. New cases	218	242	247
2. Revaluations	228	224	261
Number of referrals to outside agencies	198	190	98
Elementary - 129			
Junior High - 20			
High School - 49			
Child abuse cases	50	48	26
Elementary - 26			
Junior High - 14			
High School - 10			
In-services provided	12	11	7
Total numbers of students served (unduplicated)	1846	1643	1566

PSYCHOLOGICAL SERVICES (cont.)

HIGHLIGHTS

- Transition to a CSE Subcommittee in each building has enabled the psychologists to complete the new referrals within mandated timelines and allowed the psychologists increased time to fulfill daily job responsibilities. Furthermore, it has reduced redundancy in paperwork and increased clerical efficiency.
- Psychologists counseled the district's most challenging students in the ASC, RISE and REACH programs.
- Psychologists developed a suicide risk packet that was implemented district-wide in each school to address a systematic response for students with suicidal ideations. This informational packet included information for parents, which resulted in students being seen by a mental health professional within hours of the school psychologist first receiving the information.
- Reviewed the format for conducting Functional Behavioral Assessments and provided positive behavioral Intervention Plans as per state mandates.
- Regularly consulted with teachers, support staff, parents, and outside professionals regarding pre-referral interventions and special education programs for students with academic and behavioral needs.
- Department participated in two in-service webinars (AIMS Web and Rtl Direct) to recommend possible software for monitoring Response to Intervention (Rtl). Coordinated and attended in-service training on graphing data for Rtl during the technology workshop day. Several psychologists conducted in-services within buildings on Rtl.
- Psychologists play a leadership role on various building and district level teams, including CST, PST, CSE, CPSE, Rtl Committee, Transition Advisory Committee, Character Education Committee, Safety Committee, Crisis Response Teams, School Success Teams, and PTA.
- Our district has been able to attract qualified Masters and Doctoral students from across the country to be psychology interns for our schools.

PSYCHOLOGICAL SERVICES (cont.)

- A department member presented on transition at the Transitioning School-Age Students with Disabilities conference in Rochester and the New York State School Boards Association in Albany. A department member had an article published on the cover page of the Communique, the professional newspaper of the National Association of School Psychologists.

OBJECTIVES

- Assist the district in developing procedures to measure pre-referral interventions in a reliable, efficient, and valid way, such as choosing a comprehensive academic assessment tool, piloting new achievement tests, investigating software.

Remain available as resources to the district in developing procedures to measure pre-referral interventions in order to comply with SED mandates. By recommending a comprehensive academic assessment tool for Rtl, a software program will be piloted for the 2009-2010 school year.

- Develop a district procedure for evaluating students whose families speak a language other than English. Collaborate with ESL department.

Partially implemented and will continue to develop procedures for evaluating students with families who speak a language other than English. Collaborate with ESL department.

- Develop a district procedure for responding to students who threaten self-injurious behavior.

A packet was distributed to all schools.

- Continue consultation with Dr. Passen regarding the district's most challenging students. Continue referrals for psychiatric evaluations.

The number of psychiatric evaluations was increased this year with two additional referrals. Ten referrals were conducted by Dr. Passen.

- Continue recruiting strong interns to assist the department in meeting its mandates.
- Mentor new psychologist at Maplewood School to ensure compliance with North Colonie PST procedures.