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BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 13, 2010

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT:REPORT ON THE PROPOSED CHANGES TO BOARD OF
EDUCATION POLICY 5430 - PSYCHOLOGICAL SERVICES

ORIGINATOR: Michele Prumo, Acting Chief of Staff

RESOURCE

PERSON(S): Dale R. Rauenzahn, Executive Director, Student Support Services

RECOMMENDATION

That the Board of Education reviews the proposed changes to Policy 5430. This is the first reading.

Attachment I – Policy Analysis Attachment II – Policy 5430

Policy Analysis for Board of Education Policy 5430 Psychological Services

Statement of Issues or Questions Addressed

Board of Education Policy 5430 is being recommended for revision to describe the current psychological services program.

Cost Analysis and Fiscal Impact on School System

No fiscal impact is anticipated by the revision of this policy.

Relationship to Other Board of Education Policies

None

Legal Requirements

20 U.S.C. §1400 et seq., Individuals with Disabilities Education Act COMAR 13A.05.05.04, School Psychology Program

Similar Policies Adopted by Other Local School Systems

1. Montgomery County Board of Education, Policy JHE-RA, Psychological Assessment

Draft of Proposed Policy

Attached

Other Alternatives Considered by Staff

None applicable

Timelines:

First reading: July 13, 2010 Public comment: August 10, 2010 Third reading: September 7, 2010

STUDENTS: Services to Students

Psychological Services

[Psychological services are available for all students of the Baltimore County Public Schools on an as-needed basis. Because of a variety of learning styles in students, some students often show a need for special consideration. When such is the case, the student is studied more intensely to determine how his/her educational needs can be met. This process has two main phases, evaluation and intervention.

Psychological evaluation of the student is a process which is designed to determine the student's educational needs through historical and current assessment. The intensity of this process varies with the needs of the student in each case. The student's behavior is considered in the light of the total environment (home, school, community) in which he/she participates. The level of intensity may be that of a screening or an intensive psychological examination depending on the student's needs. The end product of such an evaluation is a jointly planned program of special assistance that is tailor-made to the student's needs.

Psychological intervention services might be described as services which a student receives in addition to the usual program of education. Psychological intervention services can be facilitated through those who are directly responsible to the student (teachers, administrators, parents) or provided directly by the psychologist. When the Office of Psychological Services "intervenes" it is through two possible channels: (1) consultative (indirect) or (2) direct service. In the case of consultation, after an evaluative review of the student's needs is made, recommendations are given through either a formal psychological report, case conferences, parent conferences, or any combination thereof. In the case of direct services, intervention takes place through parent counseling, student therapeutic counseling, or possibly both.

Also see the handbook, **Pupil Services Procedures**.]

I. PHILOSOPHY

THE SCHOOL SYSTEM'S PSYCHOLOGICAL SERVICES PROGRAM PROVIDES SERVICES TO ADDRESS THE LEARNING, BEHAVIORAL, AND MENTAL HEALTH NEEDS OF ALL STUDENTS, INCLUDING STUDENTS WITH TARGETED AND INTENSIVE NEEDS, TO SUPPORT STUDENT ACHIEVEMENT AND SAFE AND ORDERLY LEARNING ENVIRONMENTS.

II. IMPLEMENTATION

THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD) DIRECTS THE SUPERINTENDENT TO DEVELOP APPROPRIATE RULES AND PROCEDURES TO IMPLEMENT THIS POLICY.

LEGAL REFERENCES: 20 U.S.C. §1400, ET SEQ., INDIVIDUALS WITH DISABILITIES EDUCATION ACT COMAR 13A.05.05.04, SCHOOL PSYCHOLOGY PROGRAM

Policy Adopted: 4/10/69 Revised: 7/12/84 REVISED: _____ Board of Education of Baltimore County