

## **Pupil Personnel Committee (PPC)**

### **Role of PPC**

- To share information as a team in order to assist all students in meeting the challenges of high standards and promotional requirements.
- PPC utilizes a multidisciplinary approach to support students identified as exhibiting academic, social or physical needs through supportive and preventative strategies and services.

### **Who is on the team?**

- School counselor, principal designee and other staff such as referring classroom teacher, dean, family worker, attendance teacher, school safety agent.

### **Some issues which are appropriate for discussion by the Pupil Personnel Team are:**

- Failure to learn
- Failure to attend
- Possible health problems
- Child abuse/neglect
- Suicidal behavior/evidence of suicidal ideation
- Substance abuse
- Abusive behavior toward others
- Pregnancy
- Behavior suggestive of emotional disturbances, e.g., depression, isolation, inappropriate rage, extreme passivity, physical aggression, inability to concentrate.
- Approaches to address suspensions, community relations, discipline codes and other school wide concerns which impact on the learning environment.

It is important to note that in sharing information about students, there is also risk of violating confidentiality which is essential in all counseling relationships. There must be a clear understanding among participants of the team that knowledge of personal data about students obligates them to protect the privacy of students and their families.

## **PUPIL PERSONNEL COMMITTEES**

The regulation of the Chancellor regarding promotion standards (A-501), issued October 14, 1999 identifies a Pupil Personnel Team in each school. It further states that the team "will be organized so that appropriate staff provide the supports necessary for all students to reach the higher standards, particularly those at risk of retention."

Pupil Personnel Teams or Committees (PPC's) play a vital role as a resource to assist all students in meeting the challenges of high standards and promotional requirements. School based Pupil Personnel Committees (PPC's) utilize a multidisciplinary approach to support students identified as exhibiting academic, social or physical needs through supportive and preventative strategies and services. With this goal and the collaborative effort of the professional staff, parents and community, a full range of school and community services can be made available to students and families.

### **Who is on the team?**

The members of the PPC may vary based on the individual school staffing. Principals are encouraged to arrange a mutually agreed upon meeting time for PPC team members. It is suggested that the team include the principal or designee and the guidance counselor. Additional members may include SAPIS workers, attendance teachers, resource room teachers, health providers and community based organization representatives. Members of the school based support team such as the educational evaluator, psychologist and or social worker play a vital role. Related service providers such as teachers of speech improvement, and occupational and physical therapists may also be involved.

### **The Process:**

The classroom teacher may request intervention from the Pupil Personnel Committee based upon his/her experience with the child and observation of academic/behavioral performance, health needs, attendance/lateness patterns or knowledge of family issues. This request is usually made to a designated coordinator who discusses the child's progress and the teacher's request for intervention with the parent and/or guardian. He/she schedules Pupil Personnel Committee meetings, gathers records and facilitates the meeting. When teacher intervention alone is insufficient the Pupil Personnel Committee may discuss the issues and plan strategies for intervention. A case manager who may communicate with the parent/guardian and teacher, follows up on the time line established by the PPC and review student progress.

## Essential Elements of the Pupil Personnel Committee Intervention Process:

- **Collaboration**

Through collective decision-making and shared responsibility, participants meet throughout the PPC process.

- **Data Collection**

Data collection is an activity for collecting meaningful, relevant information to identify areas of concern. Data collection activities are multi-dimensional. Data is collected from multiple settings (small group and large group activities, classroom, playground), multiple sources of information (parent, teacher, child) using multiple methods (review, interview, observe and test).

Data collection may include:

- Classroom observation
- Work samples
- Record review
- Curriculum based assessment
- Systemic behavioral observation
- Reading /mathematics inventories
- Interviews
- Standardized assessments

- **Problem Analysis**

There should be a clear, objective statement defining the discrepancy between the student's current and desired performance. Goals should be measurable, observable, alterable and attainable expectations.

- **Interventions**

An intervention describes the individual course of action for addressing a specific problem. Intervention strategies focus on modifying specific aspects of the educational setting to improve performance. The intervention strategies are selected based upon the nature of the defined problem, PPC input and professional judgments about the potential effectiveness of the strategies. Strategies should be the most likely to succeed, least intrusive and acceptable to the people responsible for their implementation.

The intervention plan should be a collaborative process that specifies actions, responsible parties, time lines, monitoring, data collection and evaluation.

- **Decision Making**

At the end of the goal period, the intervention plan and student performance are analyzed to determine the effectiveness of the plan. Decisions are made whether to increase or decrease resources to meet intervention goals.

### **The Goal**

The Pupil Personnel Committee intervention and support process benefits students, parents and the school. Early identification of students in need of support allows for the development of a comprehensive, multidisciplinary intervention plan. A scheduled review of student progress provides periodic assessment and an opportunity to design other interventions as necessary. Parents may be able to draw on school and community resources to assist their children. Teachers are supported in their effort to educate students at higher standards while at the same time participate in a professional process of shared experience, consultation and collaboration.



**PUPIL PERSONNEL COMMITTEE INTERVENTION PLAN**

Date \_\_\_\_\_

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Case Manager: \_\_\_\_\_

1. Describe the area(s) in which this student needs support or accommodation.
2. Describe student strengths.
3. What are the goals for this student?

The following modifications are adaptations will be implemented to further support school achievement.

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**SIGNATURES**

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Service Provider

\_\_\_\_\_  
Case Manager

\_\_\_\_\_  
Date for Review

This should be completed by the Case Manager and maintained in the files of the PPC Team, and the counselor and teacher's file.