

# Counselor Connections Toolkit - Pupil Personnel Teams

*To address the needs of students who may be struggling academically or are exhibiting behavioral concerns, schools conduct regularly scheduled, cross-functional committees, often called Pupil Personnel Team (PPT) meetings, which feature in-depth case conferences. Meetings are held on a weekly, bi-weekly, or monthly basis as needed.*

## Members of the Team

Members of the Team frequently include, but are not limited to the principal, the Assistant Principal of Pupil Personnel Services, the Assistant Principal of Instructional Support Services, the school psychologist, the guidance counselor(s), school social worker(s), the Academic Intervention Services (AIS)/Response to Intervention (RtI) Coordinator, related services providers, the dean, family workers, the attendance teacher, the college advisor (high schools only), the SAPIS counselor, an ELL specialist, and community based organization representatives.

## Needs Assessment

PPT case conferences include a review of the teacher's referral and feedback, other teachers' feedback, classroom observations, the report card, transcript (for high schools), exam history (ATS HIST function), academic record from previous school (if applicable), Response to Intervention (RtI) program, and/or previous instructional strategies, attendance record, ATS ILOG report, any guidance interventions and parent engagement strategies, as well as the SOHO suspension history and/or dean's file. Based on this data, the PPT conducts the needs assessment.

## Proposed Interventions and Initial Referrals for Special Education

Following the needs assessment, the PPT determines appropriate academic and social-emotional interventions. Social-emotional interventions may include peer mediation, daily conduct sheets monitored by a member of the guidance team, at-risk counseling, or a mental health referral to a community based organization. Academic interventions may include small groups, cluster work, tutoring, extended day classes, or at-risk academic supports. If previous academic interventions are insufficient in meeting the student's needs, the PPT considers the option of an initial referral for an evaluation with the student's family. Members of the PPT then manage these important dialogues by having a conference with the family prior to the implementation of the PPT's recommendations.

## School-Wide Interventions and Progress Meetings

The PPT revisits previous student cases to evaluate the success of student interventions, and to determine next steps as needed. The PPT also conducts meetings dedicated to evaluating progress of all previous cases from the school year. Metrics for evaluating success before and after intervention can include teacher assessments, student attendance rates, grade point averages, and the number of classes passed. The PPT uses the individual case conference to determine if the needs of the individual student have implications for school-wide interventions or programs. The Pupil Personnel Team also serves as a model for other school committees (e.g., common planning time meetings) on how to conduct student case conferences.

**PUPIL PERSONNEL TEAM REFERRAL -- STUDENT ASSISTANCE REQUEST**

Date: \_\_\_\_ \ \_\_\_\_ \ \_\_\_\_

Student Name: \_\_\_\_\_ I.D.#: \_\_\_\_\_ D.O.B.: \_\_\_\_ \ \_\_\_\_ \ \_\_\_\_

Teacher's Name: \_\_\_\_\_ Subject Class: \_\_\_\_\_

Grade: \_\_\_\_\_ Official Class: \_\_\_\_\_ Counselor's Name: \_\_\_\_\_

Describe the difficulty the student is experiencing in your class:

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Complete the following checklist.

- |  |   |
|--|---|
| <input type="checkbox"/> Reading skills below grade level      | <input type="checkbox"/> Math skills below grade level              |
| <input type="checkbox"/> Difficulties with verbal directions   | <input type="checkbox"/> Difficulties in completing assignments     |
| <input type="checkbox"/> Difficulties with written directions  | <input type="checkbox"/> Slow rate of work                          |
| <input type="checkbox"/> Difficulties with exams/study skills  | <input type="checkbox"/> Difficulties with retention                |
| <input type="checkbox"/> Difficulties with organization skills | <input type="checkbox"/> Limited class participation                |
| <input type="checkbox"/> Easily distracted                     | <input type="checkbox"/> Limited initiative                         |
| <input type="checkbox"/> Difficulties in peer relationships    | <input type="checkbox"/> Difficulties with school authority figures |

Other Indicators (comments):

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Describe the student's strengths and interests:

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**PUPIL PERSONNEL TEAM (POST MEETING) STUDENT INTERVENTION PLAN RECOMMENDATIONS**

Student Name: \_\_\_\_\_ I.D.#: \_\_\_\_\_ D.O.B.: \_\_\_\_ \ \_\_\_\_ \ \_\_\_\_

Grade: \_\_\_\_\_ Official Class: \_\_\_\_\_ Referred to PPT by: \_\_\_\_\_

Date of PPT Referral: \_\_\_\_ \ \_\_\_\_ \ \_\_\_\_ Counselor: \_\_\_\_\_

*The Pupil Personnel Team has made the following recommendations:*

**Academic Interventions:**

- tutoring (briefly describe): \_\_\_\_\_  
\_\_\_\_\_
- Response to Intervention (RtI) (small group or extended day) strategies (briefly describe):  
\_\_\_\_\_
- an initial referral for special education evaluation

**Social/Emotional Interventions:**

- daily conduct sheets/progress reports to Guidance Counselor
- after-school activities (briefly describe): \_\_\_\_\_
- guidance/counseling in school or mentoring (briefly describe): \_\_\_\_\_  
\_\_\_\_\_
- mental health or community based referral (briefly describe): \_\_\_\_\_  
\_\_\_\_\_
- peer mediation
- home visit by family worker or attendance teacher

Additional Recommendations/Comments:

\_\_\_\_\_  
\_\_\_\_\_

Date of follow-up guidance conference with parent and student prior to the implementation of recommendations: \_\_\_\_ \ \_\_\_\_ \ \_\_\_\_ (Enter in ATS with the ILOG function.)

Date(s) of PPT update(s): \_\_\_\_ \ \_\_\_\_ \ \_\_\_\_      \_\_\_\_ \ \_\_\_\_ \ \_\_\_\_      \_\_\_\_ \ \_\_\_\_ \ \_\_\_\_

Changes to PPT recommendations: \_\_\_\_\_  
\_\_\_\_\_