

Information Regarding the Department of Pupil Personnel Services

The goal of the Department of Pupil Personnel Services (PPS) is to provide support to students ages 3–21 who may be experiencing cognitive, physical, and/or socio-emotional difficulties that have a substantial impact on learning or some other major life activity. Each of the five schools within the district maintains a multi-disciplinary team of professionals under the supervision of the Director and Curriculum Associates for Pupil Personnel Services. These teams work collaboratively with faculty, staff, administrators, and families to address the individual needs of their students to support their academic, social and emotional progress. In order to meet these goals, the Department of Pupil Personnel Services offers the following resources, programs and services:

Section 504 Committee

Section 504 of the Rehabilitation Act of 1973, and its revisions of 2008, is a Civil Rights Statute that protects individuals with disabilities from discrimination in programs and activities receiving federal funds. Section 504 mandates that a student with a disability be assured equal access to a free and appropriate public education. Any student with an impairment, which substantially limits a major life activity, may be eligible for accommodations under the statute. The 504 team will conduct an evaluation and the Committee will then meet to determine whether a child with a disability requires accommodations based on the evaluations results, parent input, observations, teacher reports, and other pertinent information. If a child is found to have a disability that substantially limits a major life activity under the statute, the Committee will develop a 504 accommodation plan. For further information, please call the 504 office at ext. 3506 (MS/HS) or the principal's office (elementary).

Committee on Preschool Special Education (CPSE)

Children ages 3 to 5 years old that are thought to have a disability or are receiving early intervention services (EI) are referred to the CPSE. The CPSE will facilitate, through county approved agencies, a comprehensive evaluation to determine if an educational disability exists. If a child is found to have a disability and meets eligibility requirements, the CPSE will develop an individual education program (IEP) of services to meet the needs of the child. The Committee functions under the Part 200 Regulations of the State of New York and Nassau County Department of Health regulations. For further information, please call the CPSE office at ext. 3236.

Committee on Special Education (CSE)

The Committee on Special Education (CSE) consists of an interdisciplinary team that will conduct a comprehensive evaluation upon referral from school, home or agency for students ages 5-21. The CSE will then meet to determine whether children have an educational disability based on the evaluations administered by the various team members, parent input, observations, teacher reports, and other pertinent information. If a child is found to have a disability and meets eligibility requirements under the regulations, the CSE will develop an individual education program (IEP) of services to meet the needs of the child. Each year, the CSE will meet to evaluate the student's progress and determine appropriate programs and services for the following year. The Committee is chaired by the Director for PPS, the Curriculum Associate for PPS or a special education facilitator. The Committee functions under Federal Law (IDEA) and the Part 200 Regulations of the State of New York.

Special Education Programs

Special Education teachers serve in a variety of settings throughout the district on a continuum of programs, such as consultant teaching, resource room, co-teaching, and special classes. Some of their responsibilities include differentiating grade level curriculum and teaching students with learning challenges compensatory strategies to meet their individual needs.

Speech-Language Therapy and Hearing Education Services

The purpose of speech-language therapy and hearing services is to provide consultation, individual and/or group services to students who have a deficit in hearing, communication, language, articulation, fluency, and/or voice that adversely affects a student's educational performance. Speech therapists collaborate with faculty, staff and families to develop strategies that will increase the student's ability to effectively perform in their educational setting.

Occupational and Physical Therapy

Occupational (OT) and physical (PT) therapists provide a functional evaluation of the student. If it is recommended by the Committee, therapy involves the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks. OT and PT are related services that may be required to assist a child with a disability to benefit from special education. It is therapy support that is essential to helping a student perform within the context of his/her educational program. Occupational and Physical therapists assist students with fine and gross motor skills so that they are better able to access their learning environment. They collaborate with faculty, staff and families to provide accommodations and/or equipment that will increase a student's ability to effectively and safely navigate their educational setting.

School Psychology and Social Work Services

School Psychologists and Social Workers collaborate with families, faculty members and outside professionals to help create a supportive, healthy, and safe learning environment for all students. They provide individual/group counseling and mentoring to students who are having difficulty with social, emotional, and behavioral development. In addition, school psychologists conduct comprehensive psycho-educational evaluations for students referred to the CPSE, CSE and 504 teams while social workers help foster and strengthen the home-school connection through community outreach programs.

Specially Designed Reading Instruction

Reading teachers work with special education students who require additional support with the acquisition of literacy skills and who have significant reading difficulties that cannot be met through general reading programs. They provide individual and group instruction in a variety of areas of literacy such as phonemic awareness, word recognition, content vocabulary, reading comprehension, and interpreting text.

English as a Second Language (ESL)

The ESL program provides support to English Language Learners (ELL) to ensure that such pupils are provided opportunities to achieve the same educational goals and standards as the general student population. In accordance with the provisions of the Part 154 Regulations of the State of New York, each school district shall provide pupils with limited English proficiency (LEP) equal access to all school programs and services offered by the district commensurate with their ages and grade level, including access to programs required for graduation. For grades kindergarten through twelve, freestanding English as a second language program shall mean a program of instruction composed of two components: a language arts instructional component and a content area instructional component. For further information, please call the Curriculum Associate for PPS at ext. 3585 (MS/HS) or ext. 6362 (elementary).

Special Education Programs and Services for Non-Public School Students

The Individuals with Disabilities Education Act (IDEA) and New York State Law require the school district where the non-public school is located (DOL) to provide special education services for individuals with disabilities. Please refer to the district web site www.jerichoschools.org for additional and pertinent information.

Statement of Rights

The Family Educational Rights and Privacy Act (FERPA) is a Federal Law that protects the privacy of student education records. FERPA gives parents and eligible students certain rights in regard to their educational records and they include the right to:

- *inspect and review the student's education records
- *request that a school correct records which they believe to be incorrect or misleading
- *exercise a limited control over access to the student's education record
- *report violations of FERPA to the Department of Health, Education and Welfare

Child Find

Child Find is a component of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 which requires all schools to identify, locate, and evaluate all children suspecting of having a disability within the district. If you have a child with a disability, or if you know of a student who may need services, please contact Pupil Personnel Services at 516-203-3600 x3254. You may also obtain additional information about Child Find by visiting www.childfindidea.org.

Contact Information

For further information about any of the services mentioned here, please call Jericho School District's Department of Pupil Personnel Services at 516-203-3600 ext. 3254.