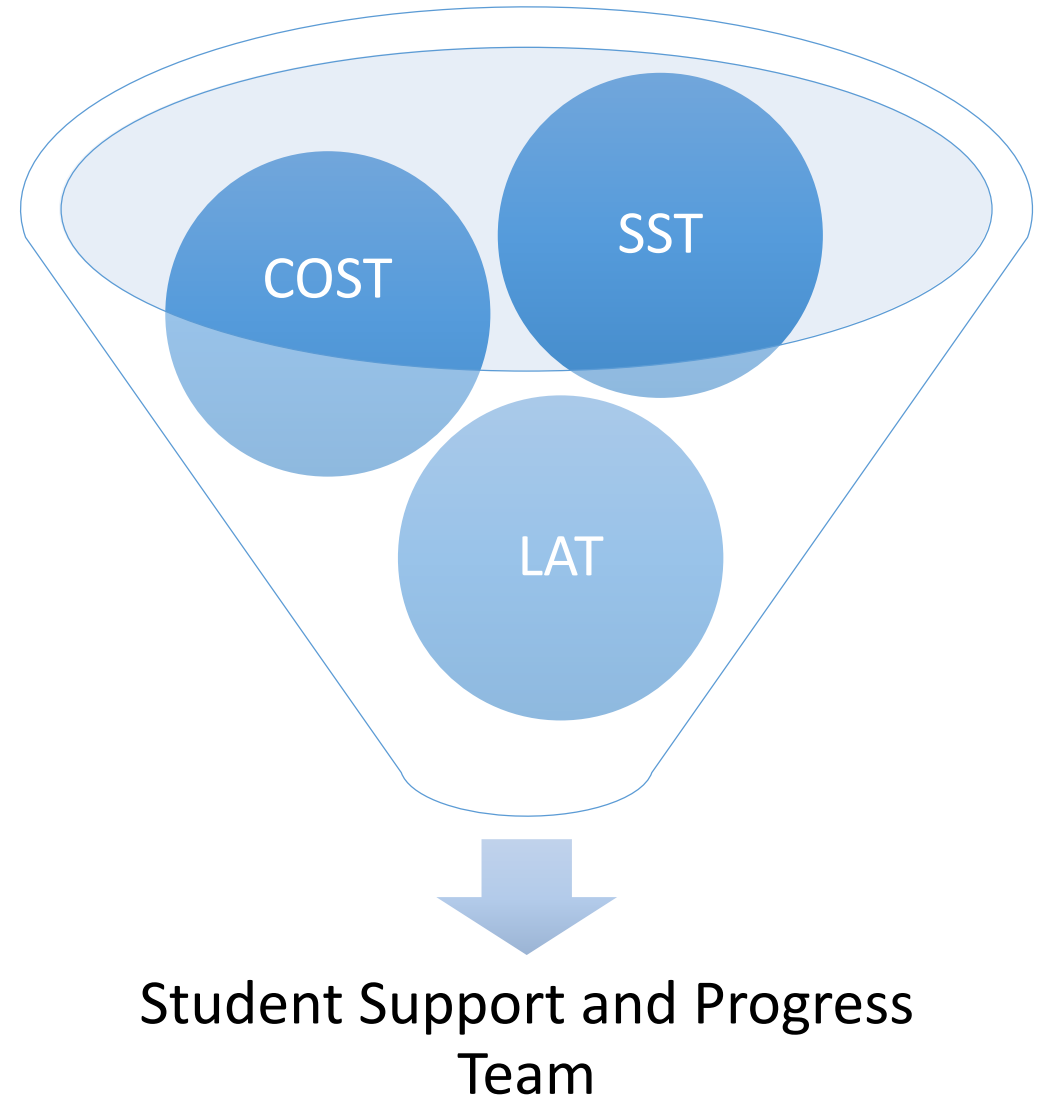


# Student Support and Progress Team

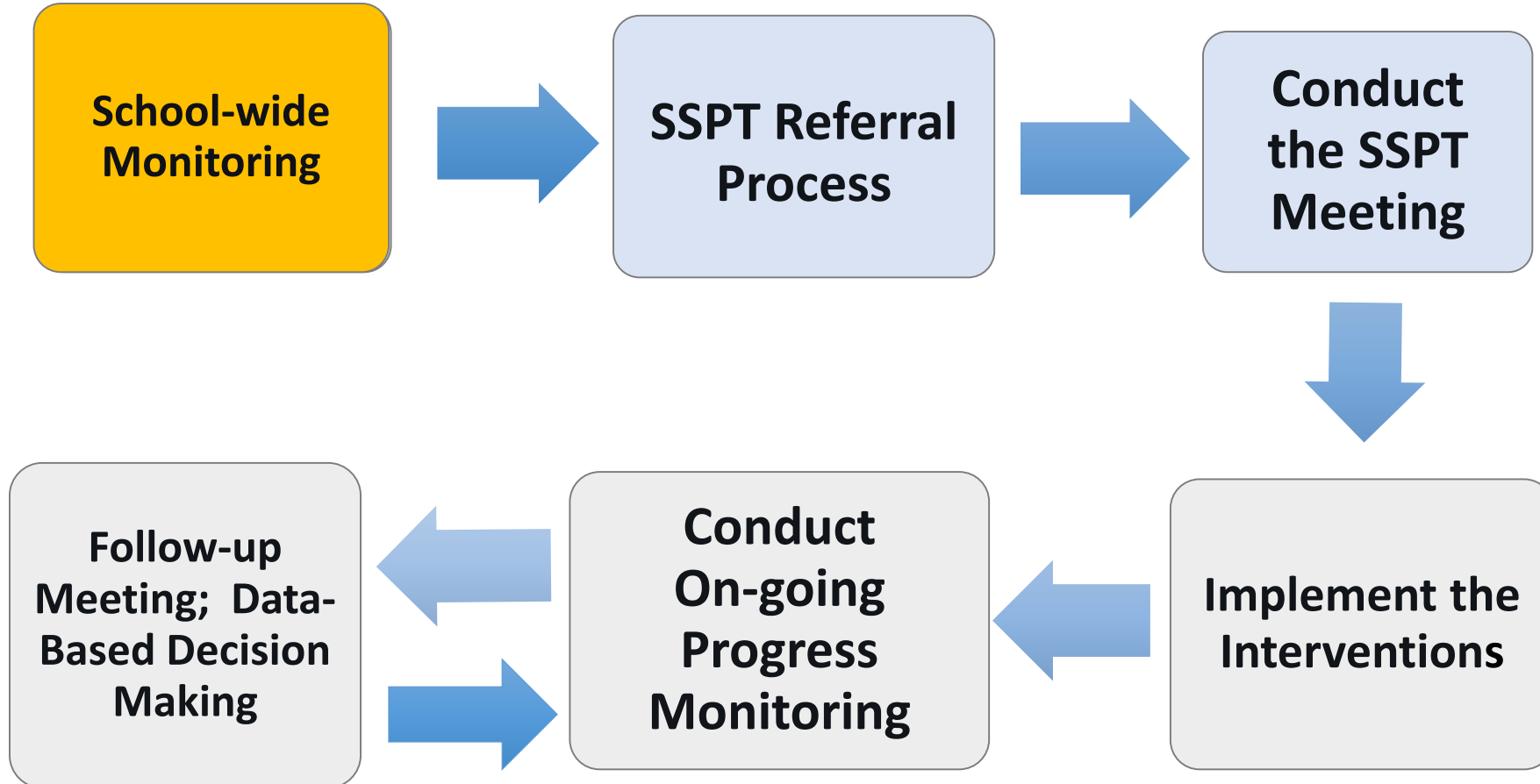
- The SSPT process emphasizes that early intervention for struggling students is a function of the general education program and not of special education.
- The purpose of the SSPT is to function as a school-based problem-solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students.

# Student Support and Progress Team

- Determines areas of need to accelerate learning for all students
- Identifies achievement disparities (focus grades and focus areas)
- Recommends differentiated and systematic supports needed to close achievement gaps to promote success for all students
- Emphasizes that early intervention for struggling students is a function of the general education program and not of special education.

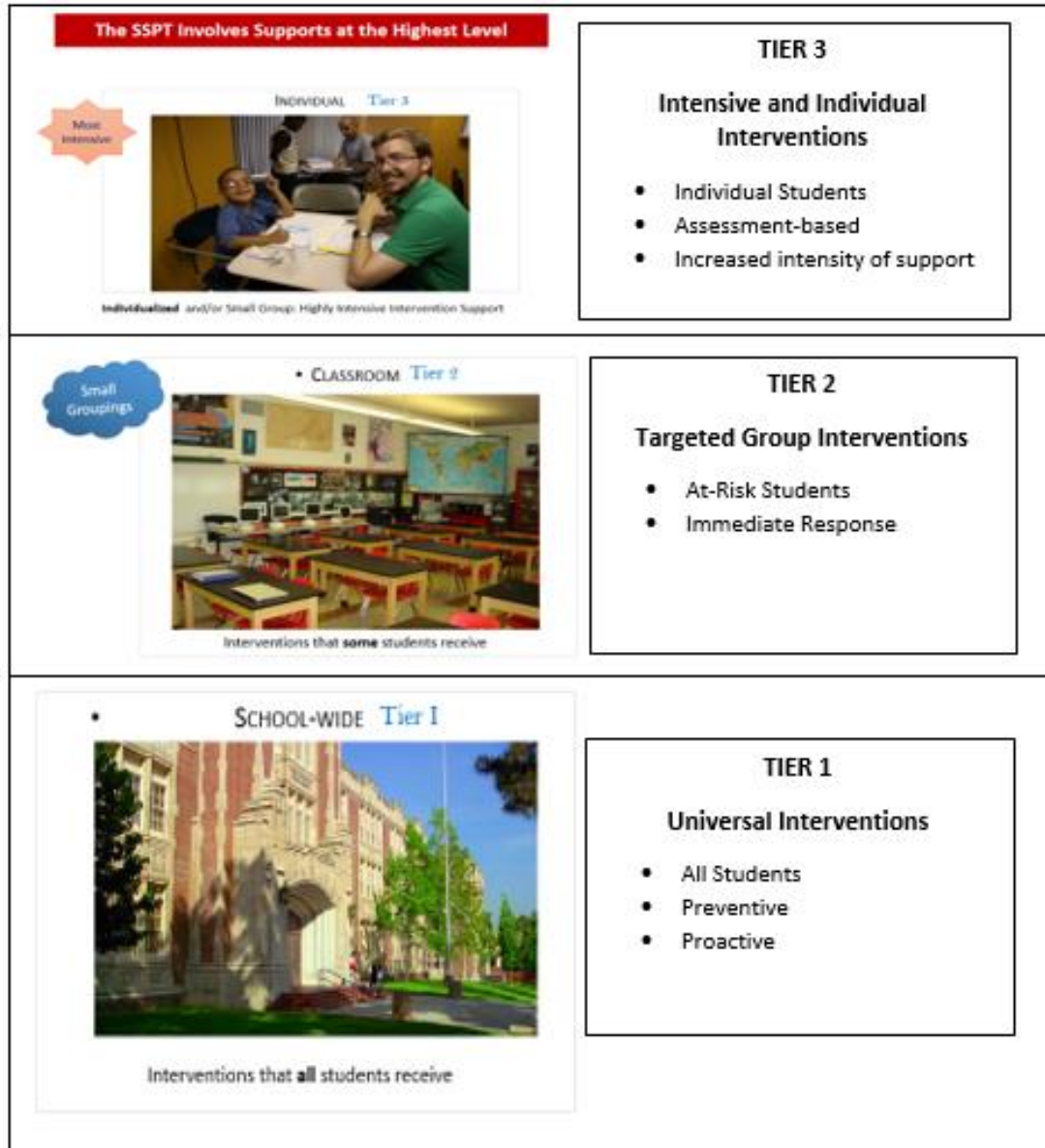


## Multi-Tiered System of Support and the Student Support and Progress Team



# SSPT

## Different Levels of Support



**The SSPT Involves  
Different Levels of  
Support**

# The SSPT Involves Increasing the Level of Support

Small  
Groupings

- CLASSROOM Tier 2



Interventions that **some** students receive

# The SSPT Involves Supports at the Highest Level

Most  
Intensive

INDIVIDUAL Tier 3



**Individualized** and/or Small Group: Highly Intensive Intervention Support



## School-wide Monitoring:

- Teachers will meet and review the performance of *all* the students at the school.
- They will make recommendations regarding any students that need an SSPT meeting.
- Teachers will also make recommendations regarding targeted supports (i.e., school-wide, classroom, and individual interventions).



## Who Can Make A Referral to the SSPT?

- A parent/caregiver can make a referral to the SSPT.
- The parent fills out an SSPT Request Form\* and gives it to the SSPT Designee.
- The SSPT Designee will schedule a meeting with the parent to review the parent's concerns and complete the referral information.
- The SSPT Designee will also gather helpful information from the child's teacher(s)





## How can I actively participate in My Child's SSPT Meeting?

- Be informed ahead of time regarding what to expect. The SSPT strives to create a *culture of collaboration*.
- Know how to prepare for it (e.g., what is the process, who are the members and what is their role, what are some of the reasons why a parent may participate).
- To ensure a successful meeting, become knowledgeable about the process. Knowledge is key to helping you fully prepare for a successful meeting.

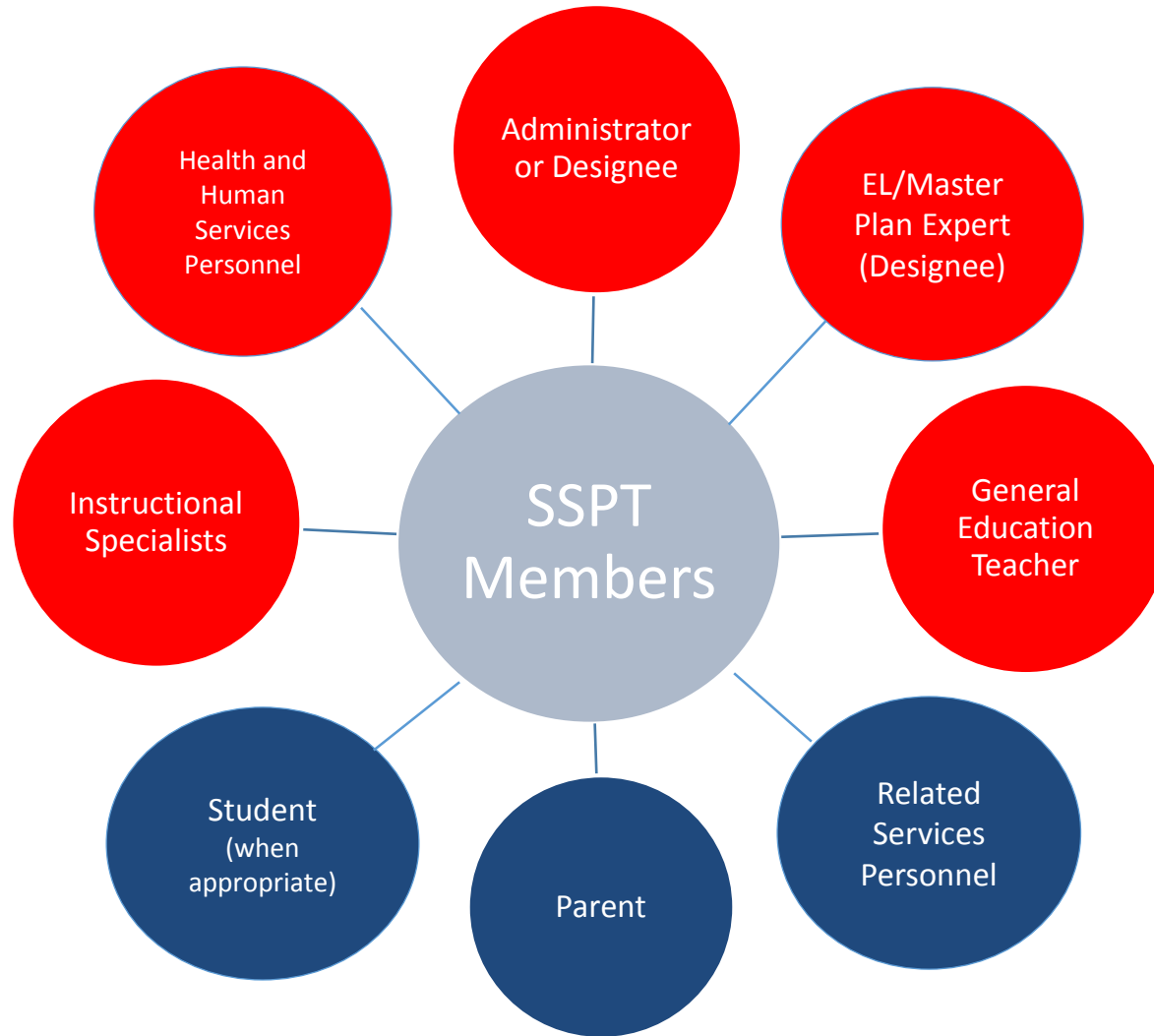


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# Possible SSPT Members



# What to expect in preparation for an SSPT Meeting?

- The SSPT Designee will schedule the meeting and notify the parent using the Parent Invitation Letter\*.
- The team will review the child's educational performance.



## Active Parent Participation at an SSPT Meeting

- If you have received a Parent Invitation Letter, plan to attend your child's SSPT Meeting.
- Participate in the discussion regarding your child's performance
- Participate in the development of goals. The goals will be reviewed within the next 6-8 weeks.
- Ask questions regarding how you might help your child at home, to achieve his/her SSPT goals at school.
- Encourage your child to participate in all aspects of the intervention.



# What should I expect at the SSPT Meeting?

- The team members will introduce themselves
- The SSPT Designee will review the student information that was provided in advance and gather any new information.
- As a group, the SSPT develops goals that are individualized to the student's needs and completes the Student Intervention Plan.



The team will brainstorm intervention supports and provide a description of the supports, such as what it is, when it will be provided, by whom and how often.





## Scheduling a Follow-up Meeting

- The teacher will provide the intervention supports.
- The teacher will monitor the student's progress to see how well the child is learning new information.
- A follow-up meeting is scheduled **within 6-8 weeks** to determine how well the student is responding to the supports and review the student's progress.



# At the Follow-Up Meeting

The team will review the student's progress at the follow-up meeting and determine the most appropriate next steps:

- Modify the intervention (i.e., instructional strategy, intervention program, goals, grouping, duration and frequency)
- Continue the intervention
- Adjust the level of tiered support, based on student outcome data
- Review and consider a Section 504 Plan
- Recommend Reclassification of English Learners
- Exit the Student Support and Progress Team process and make decisions regarding educational needs and next steps

