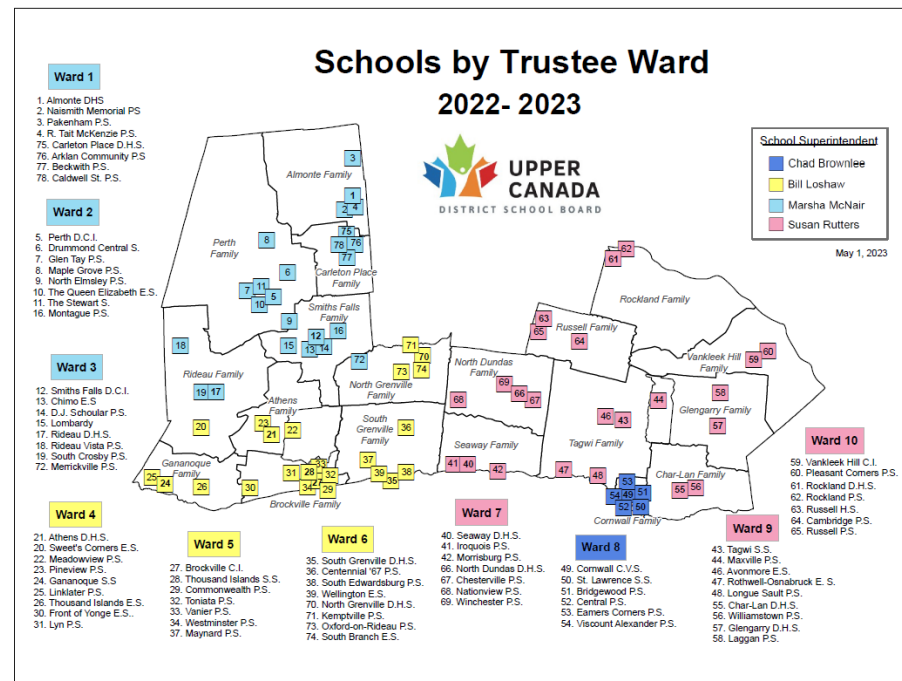


# Student Success Teams (SSTs)

## How do I reach board staff?



Superintendent	Family of Schools	Special Education Superintendent, and
Marsha McNair (marsha.mcnair@ucdsb.on.ca)	Ward 1	<b>Jennifer Perry,</b> Superintendent of Special Education  And  <b>Julie Symonds,</b> Principal of Special Education
Marsha McNair (marsha.mcnair@ucdsb.on.ca)	Ward 2	
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# Upper Canada District School Board

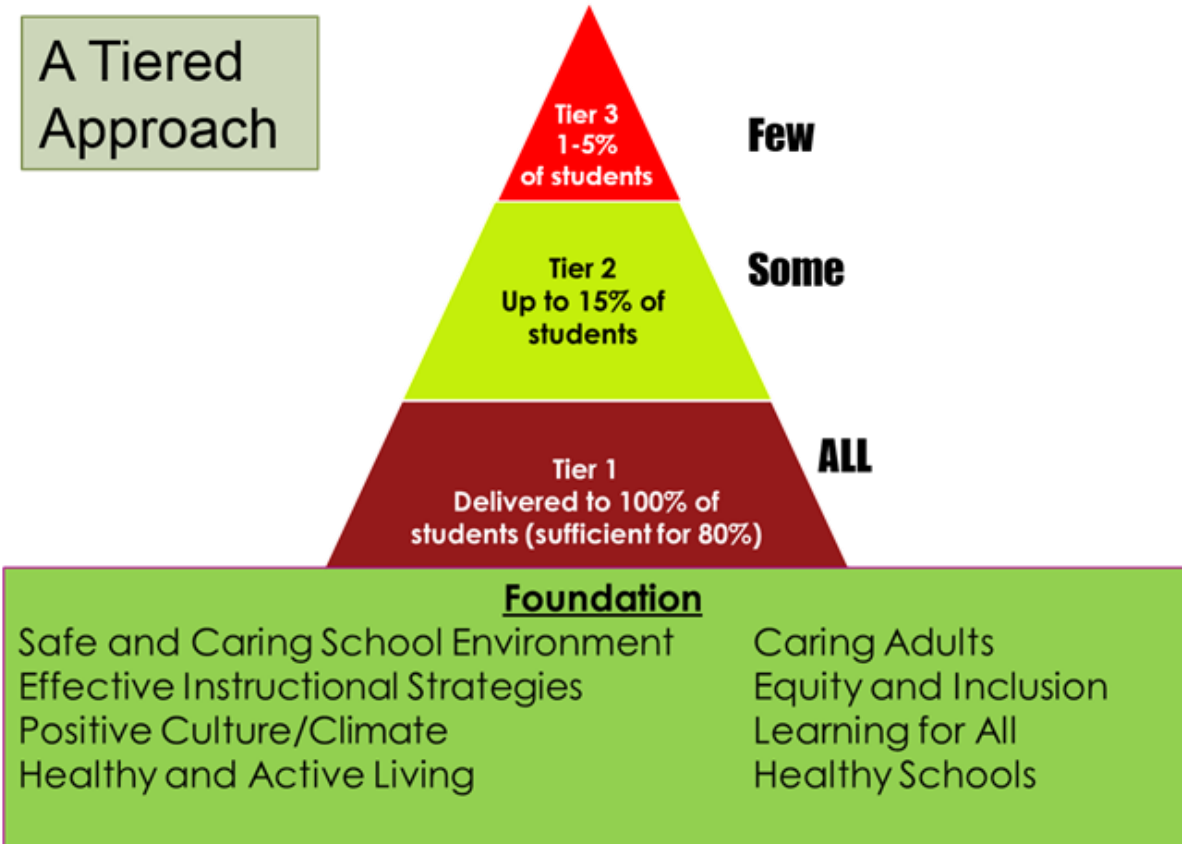
## A Guide for Parents, Guardians and Students The Student Success Team (SSTs)

Every school in the UCDSB has a Student Success Team. This team works collaboratively to review, plan and implement supports for individual students. The Student Success Team supports the social, behavioural and instructional needs of students. The Student Success Team:

- ♦ Meets regularly;
- ♦ Ask questions and actively seek opportunities to build upon a students' strengths while supporting their needs;
- ♦ Reviews assessment data and student work;
- ♦ Collaboratively plans, adjusts and monitors instruction and interventions;
- ♦ Records and tracks progress;
- ♦ Communicates and collaborates with the student and parent/guardian;

### A Tiered Approach in the UCDSB:

The visual below illustrates our approach to supporting all students in the board. The approach is built on a foundation, with three tiers of support. As we move up the tier, students receive supports from all levels that are below. This approach allows all students in the UCDSB to receive the supports they need.



If you wish to receive this parents' guide in Braille, large print, or audio-cassette format, please contact the board at the address or telephone number shown on the last page of this

**The SST Process:**

Teachers can refer a student to the school-based Student Success Team. Data is reviewed (student work, in-class assessments, attendance information, teacher observations, the IEP) and next steps are discussed. The school team moves through the process, trying a variety of strategies and interventions, while monitoring student progress and collecting additional data. A student may be referred to a Regional Student Success Team meeting by the school Principal/ Vice-Principal.

**1. School Based Student Success Teams:**

School Based Student Success Team meetings take place in every school on a regular basis.

The team may include:

- ◆ the Principal and/or Vice-Principal,
- ◆ Student Success Teacher (Secondary),
- ◆ Special Education Teacher
- ◆ classroom teachers
- ◆ relevant support staff
- ◆ the student
- ◆ parent/guardian.

**2. Regional Student Success Teams:**

Regional Student Success Team meetings take place on a monthly basis. This is an additional support for the school based team after the School Based SST process has taken place.

The team includes members of the School Based team and may also include:

- ◆ Intensive Support Teacher
- ◆ Learning Partner
- ◆ Special Services Counsellor
- ◆ Hearing/Vision SERT
- ◆ Community partners, where appropriate

**Parent/Guardian–Student Involvement:**

Parent and student involvement is an important aspect of student success. Parents provide a unique perspective on their child which may complement information already gathered. Throughout the SST process, the partnership between the school, student and parent/guardian is highly encouraged.

The SST process is one way the UCDSB works to support inclusive learning environments.



2021 SST Process – Response to Intervention Steps



**Notes**

We must continually ask "What else can we do?"



**Sample SST Form:**

Schools use a template when they have an SST meeting. This template follows the stages of the process. Student information is provided, then there is a portion for the committee to be updated on the progress. The committee discusses options and next steps, and finally next steps are outlined. This process allows for the school team to monitor the progress of the SST work in order to best support the student.

Insert the attached SSC meeting template here.

**IN-SCHOOL SST MEETING TEMPLATE**

Date of Meeting:

Teacher to complete Pg 1 of this document and bring to meeting

Name of Student	<input type="text"/>
Grade	<input type="text"/>
Name of Classroom Teacher	<input type="text"/>
Team members in attendance	(Administrator) <input type="text"/>
	(Classroom Teachers) <input type="text"/>
	(Special Education Teacher) <input type="text"/>
	Other: Please list <input type="text"/>

**Intake: (5 minutes)**  
What are the chief challenges, or most urgent concern/obstacle to this student's learning? Please provide evidence/data used to when identifying challenge or concern.

**Interventions: (5 minutes) Teacher to refer to Interventions Checklist**  
What interventions or strategies have you tried?

What was the duration of implementation? What did your data show was the impact of the intervention?

How do you know if the intervention worked or did not work?

**Guiding Question: What is your question for this team? (1 minute)**  
How might I (teacher move)  so that  (name) can  (what you want them to be able to do)?

*Examples:*  
How might I teach B to organize materials so that B can work more independently?  
How might I adjust the classroom schedule so that B can transition smoothly into class?  
How might I plan a lesson so that B can use his technology more independently?

**Student Success Team Meetings and Tiered Intervention:**

At each tier, student progress is monitored, data is gathered, and interventions and strategies are reviewed and adjusted. The goal is to gain a greater understanding of how to best support the student on their learning journey and to increase opportunities for student success.

