

**STUDENT SUCCESS TEAMS**

The Governing Board encourages the collaboration of parents/guardians, teachers, certificated and classified staff, administrators and/or the student, as appropriate, in evaluating the strengths and needs of students having academic, attendance, social, emotional, or behavioral difficulties and in identifying strategies and programs that may assist such students in maximizing their potential. The Superintendent or designee shall establish student success teams (SSTs) as needed to address individual students' needs.

The Superintendent or designee shall establish and maintain a process for initiating the referrals-of students to SSTs, which may include referrals by district staff, parents/guardians, and/or agency representatives. The Superintendent or designee may also establish and maintain a process for responding to SST referrals, which may include a determination by the district as to whether an SST can be convened for an individual student.

Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.

Each SST shall develop a plan to support the student which incorporates intervention strategies. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, social, emotional and/or behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

The SST shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, make adjustments to the plan, and develop additional interventions as needed.

The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

The Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support, appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

To strengthen the effectiveness of SSTs, the Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

**Instruction**

BP 6164.5(b)

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*State*

Ed. Code 48260-48273: Truants

Ed. Code 48400-48454: Compulsory continuation education

Ed. Code 49600-49604: Educational counseling

Ed. Code 51745-51749.3: Independent study

Ed. Code 54400-54425: Programs for disadvantaged children

Ed. Code 54440-54445: Migrant children

Ed. Code 8800-8807: Healthy Start support services for children

W&I Code 18986.40-18986.46: Interagency children's services

W&I Code 4343-4352.5: Primary interventions program, mental health

*Management Resources*

California Department of Education Publication: SB 65 School-Based Pupil Motivation and Maintenance Program Guidelines (2000-01 Edition), 2000

California Department of Education Publication: Student Success Teams: Supporting Teachers in General Education, 1997

California Dropout Prevention Network Publication SST: Student Success Teams, 2000

Website: California Dropout Prevention Network

Website: National Dropout Prevention Center

Website: California Department of Education

Policy Adopted: 12/15/2021

ORCUTT UNION SCHOOL DISTRICT  
Orcutt, California