Fresno Unified Board Policy (BP) 6164.5
Student Success Teams

Student Success Teams
Utilization of the Student Success Team process is not required by state or federal law. As such, this Board policy reflects best practices rather than legal requirements.

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

(c.f. 0420.3 - School-Based Student Motivation and Maintenance Program)
(c.f. 5113.1 - Truancy)
(c.f. 5147 - Dropout Prevention)
(c.f. 5149 - At-Risk Students)

The Superintendent or designee shall establish and maintain a process for initiating the referral of students to SSTs, which may include referral 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 shall 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 of 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, attendance, referrals to other agencies or resources, and/or other appropriate interventions.

(c.f. 1020 - Youth Services)
(c.f. 5123 - Promotion/Acceleration/Retention)
(c.f. 5141.3 - Health Examinations)
(c.f. 5141.6 - Student Health and Social Services)
(c.f. 5144 - Discipline)
(c.f. 5146 - Married/Pregnant/Parenting Students)
(c.f. 6020 - Parent Involvement)
(c.f. 6158 - Independent Study)
(c.f. 6159 - Individualized Education Program)
(c.f. 6159.4 - Behavioral Interventions for Special Education Students)
(c.f. 6164.2 - Guidance/Counseling Services)
(c.f. 6171 - Title I Programs)
(c.f. 6172 - Gifted and Talented Student Program)
(c.f. 6174 - Education for English Language Learners)
(c.f. 6175 - Migrant Education Program)
(c.f. 6176 - Weekend/Saturday Classes)
(c.f. 6177 - Summer School)
(c.f. 6178 - Vocational Education)
(c.f. 6178.1 - Work Experience Program)
(c.f. 6179 - Supplemental Instruction)
(c.f. 6181 - Alternative Schools)
(c.f. 6182 - Opportunity School/Class/Program)
(c.f. 6183 - Home and Hospital Instruction)
(c.f. 6184 - Continuation Education)
(c.f. 6185 - Community Day School)
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 had been met.

To strengthen the effectiveness of SSTs, the Superintendent of 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.