



STUDENT SUCCESS TEAM POLICY

The Governance Council of Nevada City School of the Arts (“NCSOTA” or the “Charter School”) recognizes there are students who may need additional support within the classroom both academically and behaviorally. Before determining a student’s eligibility for special education services, teachers shall make best use of available resources within the general education classroom context. A Student Success Team (“SST”) process is utilized, to the maximum extent feasible under applicable state and federal law and this Policy. The SST process utilizes a team of school staff dedicated to identifying and supporting students who exhibit academic or behavioral problems by providing early systematic assistance to students and connecting them to appropriate interventions and supports through the regular instructional setting. The SST process shall be utilized as the first approach to address a student’s specific needs and prior to escalating the referral for formal assessment for special education services.

The purpose of the SST is to discuss issues and concerns related to a student’s performance, identify intervention strategies which may help a student succeed, and monitor their progress to ensure learning and development. The team may suggest regular program interventions and/or support services available to all students. The SST may suggest and offer different supports that may include monitoring student progress, developing intervention plans, referring students to intervention services (e.g. reading or math specialists, counseling, etc.) and implementing increasing tiers of school-based intervention services, as necessary.

The SST referral process serves as a resource and first step before referring a student for formal assessment and eligibility for special education services. The SST may consist of all or some of the following individuals: the student’s teacher, parent, Director, School Counselor, Student Services Coordinator, School Psychologist, or designee.

An SST uses a systematic problem-solving approach to assist students with concerns which are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student.

The SST process is a function of the general education program. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues. If a student is a foster youth, they will automatically qualify for an SST.

Any NCSOTA teacher or staff member who has a concern for a student can refer that student to the SST for consideration. Anyone who is connected with the student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies which have been used in the past. These people may include, but are not limited to, teachers, principals, parents/guardians, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.



The NCSOTA SST meeting steps include, but are not limited to, the following:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths of the student are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with concerns are chosen; options are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up meeting date is set

After implementation of an SST intervention plan and follow up meeting, if the student continues to exhibit academic and/or behavioral concerns and/or should the student need additional supports, the SST may discuss making revisions to the student's intervention plan and/or providing the student with additional supports, or if necessary, the SST may refer the student for assessment for special education services or a 504 evaluation.