

## **STANDARDS OF STUDENT SERVICES**

THE STANDARDS OF STUDENT SERVICES (SOSS) SET AN EXPECTATION FOR A PERSONALIZED, INTEGRATED, CULTURALLY SENSITIVE SUPPORT SYSTEM FOR STUDENTS AND THEIR FAMILIES WHICH ORGANIZES AND UTILIZES THE INTERNAL AND EXTERNAL SERVICES IN AN EFFECTIVE AND EFFICIENT PROCESS THAT FOCUSES CLEARLY ON STUDENT ACHIEVEMENT AND OVERALL PERSONAL GROWTH. THE SOSS COMPLETES A TRIO OF POLICIES WHICH INCLUDES: THE STANDARDS OF SERVICE FOR STUDENTS WHICH ESTABLISH HIGH EXPECTATIONS FOR ALL STUDENTS BY DEFINING THE FOUNDATION SKILLS AND CORE COMPETENCIES THAT GRADUATES NEED TO BE PRODUCTIVE CITIZENS; AND THE PROFESSIONAL PATHWAYS POLICY WHICH DEFINES THE EXPECTATIONS FOR ADULT LEARNING WHICH MUST BE IN PLACE IN ORDER FOR STUDENTS TO ACHIEVE AT THE HIGHEST LEVELS. THE POLICY ALSO COMPLEMENTS THE COMMUNITY INITIATIVES FOR FAMILIES POLICY.

Authority: F.S. 230.22 (1) (2)

Policy adopted 7/29/97

### **RULES:**

1. The following student services standards will be implemented within the context of available human, fiscal, and technological resources:
  - a. **Timely and Effective Support:** Students, families, and staff will be provided with timely and effective support for all areas of child development that will affect success in school.
  - b. **Personalized Relationship:** Each student will have a trusting, personalized relationship with a professional member of the school team.
  - c. **Respect and Dignity:** Students, families, and school personnel will treat each other with respect and dignity.
  - d. **Family Participation:** Each family will have opportunities, appropriate to the needs of the family, to participate in their child's education.
  - e. **Family Understanding:** Each student and family will have a clear and honest understanding of their child's current achievements in relationship to the expected student skill and competency levels.
  - f. **Family Role:** Each family will receive support to achieve their appropriate role in their child's education.

- g. **Career/School-to-Work:** Each student will acquire career / school-to-work competencies including self knowledge, educational / occupational knowledge, and career exploration and planning.
- h. **Successful Transition:** Each student will successfully transition and progress along the appropriate educational continuum from school to school and from school to postsecondary education and / or the world of work.
- i. **Intervention and Services:** Each student and family will receive timely, culturally sensitive, appropriate intervention and services in a family focused, coordinated manner.
- j. **Link to Community Resources:** Students and families will be linked to the broad array of community organizations and resources for services which extend beyond the scope of that which can be provided through the educational program.

## 2 STUDENT SERVICES GUIDELINES

- a. Accountability for the success of student services is ultimately determined by students' achievement of the foundation skills and core competencies. The Superintendent will ensure the development of indicators which are intended to provide evidence that the standards are being implemented.
- b. In order to provide a personalized, integrated continuum of services, individual schools, zones and the district must examine their organizations, rules, and responsibilities and develop, in all levels of the organization, a more effective, efficient support system.
- c. The human, fiscal, and technological resources of the district must be matched with the needs of students. The Superintendent will ensure the development of guidelines for the allocation of resources based upon an analysis of students' needs.
- d. Students' safe passage to a healthy, productive adulthood is a joint school and community responsibility. Student services, in conjunction with schools, zones, and other departments, will establish partnerships within the community and will link students and families with community resources in order to enhance school services with the larger network of community support.

Authority 230.22 (1) (2);

Rules Adopted: 7/29/97; Policy Repealed: 9/13/2022

Policy Status: **INACTIVE** as of 9/13/2022