Student Success Teams

Adopted: 12/08/1998 **| Last Revised**: 03/04/2025 **| Last Reviewed**: 03/04/2025

Team Membership

Members of individual student study success (SST) teams may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. School counselor(s)
6. Resource personnel or specialists, such as a school psychologist, nurse, outreach consultant, special education resource person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker, and/or other person(s) relevant to the student's situation, as determined by the district

The makeup of each individual SST is at the district's discretion and may not include participation from individuals in each of the categories listed above.

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings
3. Consult with appropriate school staff, including teachers and/or district resource personnel
4. Arrange for observation of the student as needed
5. Collect any additional background information necessary to inform team members about the student's strengths and needs, such as relevant student data, educational history, and work samples, as appropriate
6. Help the student and parents/guardians prepare for the meeting
7. Facilitate the team meetings
8. Develop a plan to support the student which incorporates intervention strategies
9. Ensure that the student's progress is monitored, that follow-up meetings are regularly scheduled, and that adjustments are made to the plan and related interventions as necessary

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Legal References:

STATE

EDUCATION CODE

48260-48273 Truants

48400-48454 Compulsory continuation education

49600-49604 Educational counseling

51744-51749.6 Independent study
52060-52077 Local control and accountability plan
54400-54425 Programs for disadvantaged children
54440-54445 Migrant children
56300-56305 Identification of individuals with disabilities
8800-8807 Healthy Start support services for children
WELFARE AND INSTITUTIONS CODE
18986.40-18986.46 Interagency children's services
4343-4352.5 Primary interventions program; mental health

MANAGEMENT RESOURCES

CSBA PUBLICATION
Best Practices in Special Education, Governance Brief, May 2019
U.S. DEPARTMENT OF EDUCATION PUBLICATION
Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021
A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011
WEBSITES
CSBA District and County Office of Education Legal Services https://legalservices.csba.org/#
California Department of Education, multi-tiered systems of support http://www.cde.ca.gov/ci/cr/ri
National Dropout Prevention Center http://www.dropoutprevention.org/
U.S. Department of Education, Office of Special Education Programs
http://www2.ed.gov/about/offices/list/osers/osep

Rule Adopted:	12/08/1998
Revised:	07/23/2015
Revised:	03/04/2025