Student Success Teams

Adopted: 12/08/1998 **| Last Revised:** 05/05/2026 **| Last Reviewed**: 05/05/2026

The Board of Education encourages the collaboration of parents/guardians, staff or the students, as appropriate, in evaluating the programs and strategies for students having academic, attendance, social, emotional, or behavioral difficulties to assist such students in maximizing their potential. The Superintendent or designee shall establish student success teams (SST) 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 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 a 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, possible 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 student success team 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 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.

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 Students who are migratory
56300-56305 Identification of individuals with disabilities
8800-8807 Healthy Start support services for children
WELFARE & 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 PUBLICATIONS
Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, Aug.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

Policy Adopted: 12/08/1998
Revised: 09/21/2004
Revised: 05/05/2026