

Instruction

**STUDENT SUCCESS TEAMS**

Team Membership

Members of individual Student Success Teams (SST) 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 psychologist, nurse, outreach consultant, special education resource person, categorically funded staff person, department chairperson, speech and language pathologist, 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 does not require participation from individuals in each of the categories listed above.

Purpose

SSTs are considered as an effective process to utilize resources in planning and implementing instructional programs for students.

The purpose of the SST is to intervene early with high-risk students and recommend available resources to support students. The SST process is a school-based, problem-solving group whose function is to review individual student progress and plan alternative strategies designed to assist each student to be successful in the general education classroom. This committee is a function of the general education program and must include the referring teacher.

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**STUDENT SUCCESS TEAMS** (continued)

Team Responsibilities

The principal or designee shall:

1. Schedule meetings, including contacting parents/guardians and other team members, and establish meeting procedures
2. Consult with appropriate school staff, including teachers and/or District resource personnel
3. Arrange for observation of the student as needed
4. 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
5. Help the student and parents/guardians prepare for the meeting, including answering any questions about and explaining the SST process
6. Facilitate the team meetings
7. Develop a plan to support the student which incorporates intervention strategies
8. Initiate referral for special education or 504 evaluation, as needed.
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 needed
10. Maintain minutes on the SST form including:
  - Members in attendance.
  - Background information and documentation.
  - Suggestions.
  - Planned course of action.
  - Monitoring procedures and data collection.
  - Delegation of responsibilities.

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**STUDENT SUCCESS TEAMS** (continued)

Legal Reference:

EDUCATION CODE

48260-48273 Truants

49600-49604 Educational counseling

51745-51749.6 Independent Study

54400-54425 Programs for disadvantaged children

54440-54445 Migrant children

8800-8807 Health Start support services for children

WELFARE & INSTITUTIONS CODE

W&I Code 18986.40-18986.46 Interagency children's services

W&I Code 4343-4352.5 Primary interventions program, mental health

Regulation

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CHULA VISTA ELEMENTARY SCHOOL DISTRICT  
Chula Vista, California