

Instruction

**STUDENT SUCCESS TEAMS**

The Governing Board encourages the collaboration of parents/guardians, teachers, resource personnel or specialists, counselors, administrators, and students, as appropriate, in evaluating the strengths and needs of students having academic, attendance, social emotional, or behavioral difficulties, and in identifying strategies and programs that may assist such students in making progress in grade level curriculum. The Superintendent or designee shall establish Student Success Teams (“SSTs”) (formerly known as Student Study Teams) as needed to address individual students’ needs.

*(cf. 5147 – Dropout Prevention)*

The Superintendent or designee shall establish and maintain a process for initiating referrals of students to the 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 an 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, and areas of 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.

*(cf. 5123 – Promotion/Acceleration/Retention)*

*(cf. 5141.3 – Health Examinations)*

*(cf. 5144 – Discipline)*

*(cf. 6158 – Independent Study)*

*(cf. 6159 – Individualized Education Program)*

*(cf. 6171 – Title I Programs)*

*(cf. 6172 – Gifted and Talented Student Program)*

*(cf. 6174 – Education for English Language Learners)*

*(cf. 6183 – Home and Hospital Instruction)*

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**STUDENT SUCCESS TEAMS** (continued)

The SST 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 SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

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.

Legal Reference:

EDUCATION CODE

8800-8807 Healthy Start support services for children 41505-41508

Pupil Retention Block Grant 48260-48273 Truancy

49600-49604 Educational counseling

51745-51749.6 Independent study programs

54400-54425 Programs for disadvantaged children

54440-54445 Migrant children

WELFARE AND INSTITUTIONS CODE

4343-4352.5 Primary interventions program, mental health

18986.40-18986.46 Interagency children's services

Management Resources:

CDE PUBLICATIONS

California MTSS Framework (2016)

Guide to Understanding California MTSS

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**STUDENT SUCCESS TEAMS** (continued)

WEB SITES

California Department of Education <https://www.cde.ca.gov/ci/cr/ri/>;  
<https://www.cde.ca.gov/ls/ai/dp/>

National Dropout Prevention Center: <http://www.dropoupprevention.org>

Policy  
Adopted: 01/18/05  
Revised: 10/18/23

CHULA VISTA ELEMENTARY SCHOOL DISTRICT  
Chula Vista, California