



Creating A Positive School Climate at CVUSD

LCAP Goal 3

**Increase engagement and
collaboration among
students, parents, staff, and
community members**

Our Shared Vision

The Coachella Valley Unified School District is committed to a safe, positive school climate for all students, schools and families.

Using restorative practices, the school district is working with our community to:

- improve relationships on campus
- resolve conflicts
- establish the culture of respect that is needed to prepare every student for success

CVUSD Restorative Practices

To achieve this vision of a safe, thriving, school climate three restorative practice structures will be expanded across Coachella Valley Unified schools over the next three years.

**Positive Behavioral
Interventions and
Supports (PBIS)**

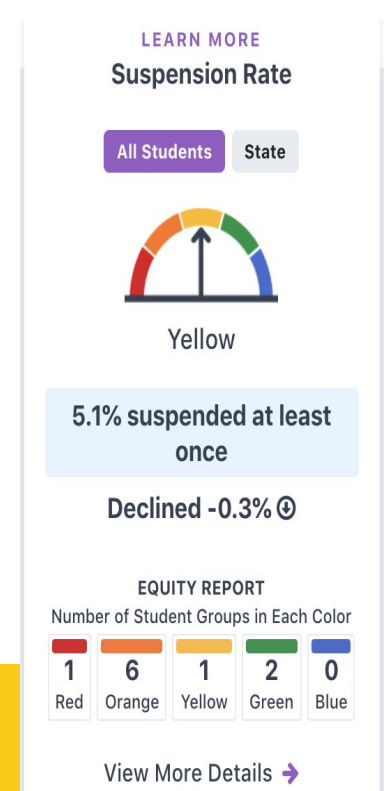
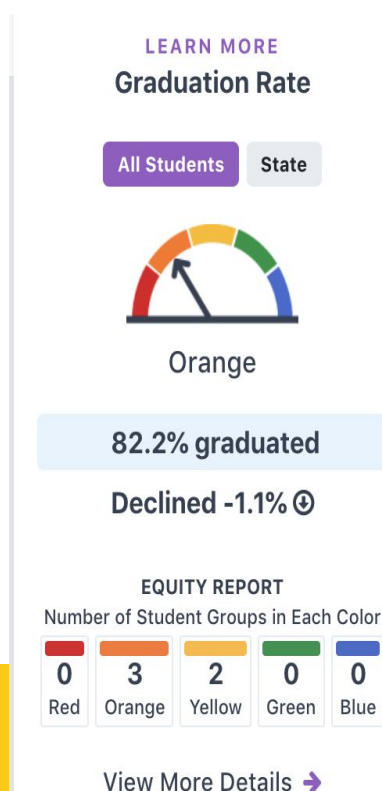
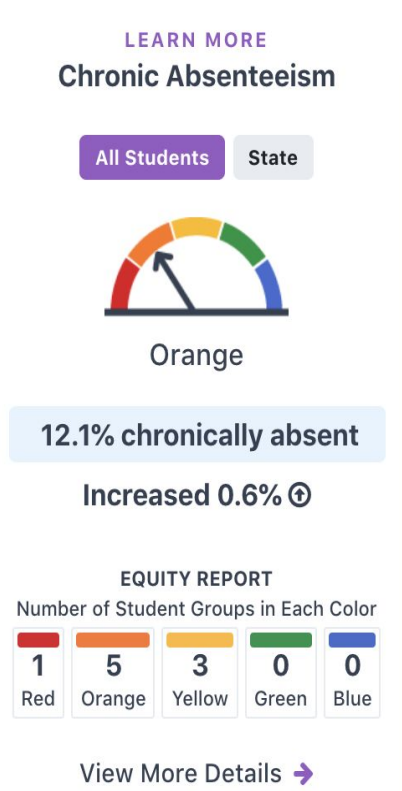
**Restorative
Justice**

**Transformational
Learning**

Our School Climate Goals

Through these efforts we will work towards three-year goals:

- **Establish a positive school culture and climate**
- **Increase attendance**
- **Decrease suspensions and expulsions**



Our Values

Our shared commitment to making sure every CVUSD campus and classroom is grounded in respect, equity, safety and empathy is driven by the values and history of our Coachella Valley community.



AB 1729 / AB 466 (Reyes)

- Requires Other Means of Correction before suspending 48000 (f) through 48900 (t)
- Must be documented that Other Means of Correction have occurred prior to the suspension of the student per Education Code 48900.5
- The alternative must be designed to address and correct the pupil's specific misbehavior under the specific Ed. Code the student violated.
- An Alternative document needs to be completed and attached to the suspension form. A copy is also required to be maintained in the student's CUM file for a period of three years.

AB 1729 – MAIN POINTS

- Suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct
- Alternatives to suspension or expulsion provided must be age appropriate and designed to address and correct the student's specific misbehavior
- A student may be suspended on a first offense for EC 48900 (a) – (e) violations or if determined that the student's presence causes a danger to persons

EC 48900 (a) – (e)



(a)(1) Physical injury
(a)(2) Willful use of force



(b) Weapons or dangerous objects



(c) Controlled substance, alcoholic beverage, or intoxicant



(d) Imitation substance



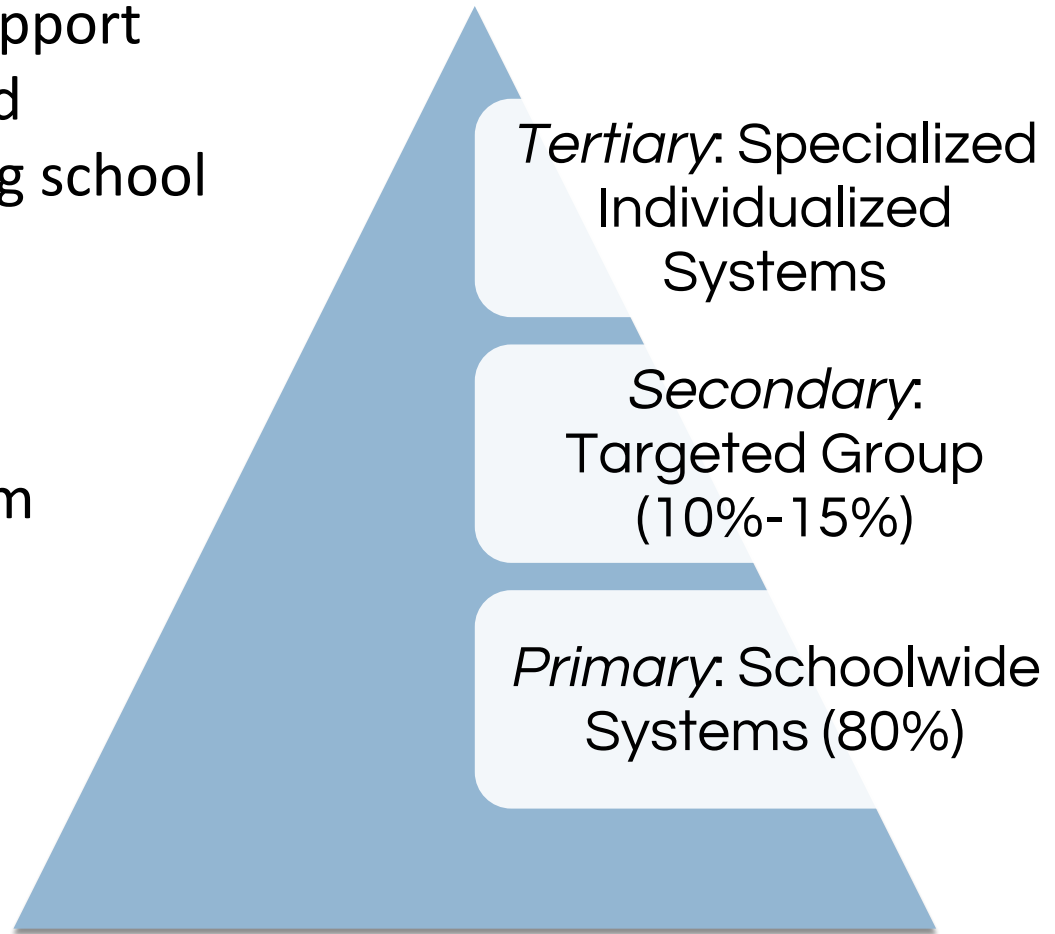
(e) Robbery or extortion

EXAMPLES OF OTHER MEANS

- Staff-parent/guardian-student conference
- Referrals for case management and counseling
- Intervention-related teams to assess behavior, and develop and implement individualized plans to address the behavior
- Referral for a comprehensive psychosocial or psychoeducational assessment which may lead to an IEP or Section 504 Plan
- Prosocial behavior or anger management program
- Restorative justice program

OTHER MEANS...continued

- Positive behavior support approach with tiered interventions (during school day and on campus)
- After-school program
- Community service



Positive Behavior Interventions and Support (PBIS)

Imagine a school in which positive behavior is built into the culture and reinforced at all levels.

- Implementing a collaborative school-wide system of support
- Focusing on modeling, teaching, and acknowledging positive behaviors
- Creating a school environment with a culture that promote positive behaviors.



PBIS: three-tiered approach for preventing problem behaviors schoolwide

Tier 1 - Primary Prevention

- Classroom and schoolwide strategies for ALL students in the school
- Positive behaviors are explicitly taught and reinforced
- All adults respond to problem behaviors in a consistent way

Tier 2 - Secondary Prevention/Intervention

- Additional interventions for students with at-risk behaviors
- Examples include: check-ins/check-outs, small-group or individual review of the rules

Tier 3 - Tertiary Prevention

- Highly individualized interventions
- For students who engage in serious problem behaviors
- Supports are tailored for each child.

PBIS

- PBIS/RJ Lead at every school site
- Monthly meetings
- Schools trained by San Bernardino County Superintendent of Schools
- Defined Short Term / Long Term Goals
- SWIS Accountability Training
- Staff Development

Transformational Learning

Imagine a school in which students, teachers, staff and administrators are communicating, and working together with understanding and respect.

- A multicultural framework that acknowledges and embraces students' and families' whole identity
- Incorporates culturally based reality in our schools' curriculum and activities.

Transformational Learning

Supports students and families in building on their cultural wisdom, learning society's teachings while preparing them for life's challenges.

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Acknowledges and embraces students and families total identity, their strengths, challenges as a part of their overall growth and development

Restorative Justice

Imagine a school in which students are encouraged to talk with one-another about conflicts, not take to social media and cyber-bullying.

- **Restorative Justice** ensures all students are:
 - given the opportunity to learn from their actions and resolve conflict in a safe and healthy way



Restorative Justice (RJ)

- An approach that keeps young people in school
- Addresses the root causes of the behavior issues
- Repairs relationships between students and school community
- Serves as an alternative to traditional discipline
 - informal restorative dialogue techniques between teachers and students
 - formal restorative conferencing that involves students, staff, and often community members, including family



Restorative Justice (RJ)

- PBIS/RJ Lead at every school site
- Schools trained by CCEJ
- Schools began implementing Restorative Circles



Positive School Blended Model: Professional Development Schedule

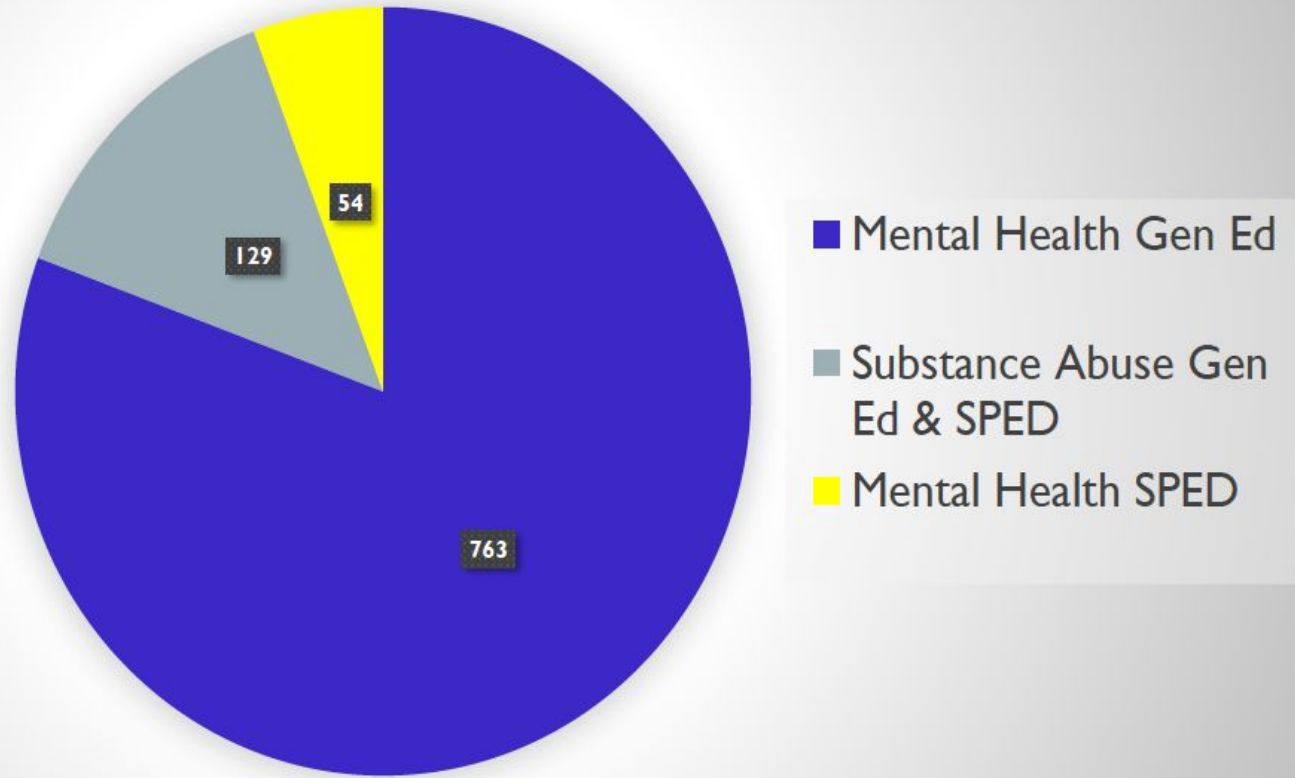
Model of Alignment	2018-2019	2019-2020	2020-2021
<p style="text-align: center;">Elementary School</p>	<p style="text-align: center;">PBIS Tier 1</p> <p style="text-align: center;">Restorative Practices - Year 1 (6th grade only)</p>	<p style="text-align: center;">PBIS Tier 1 & 2</p> <p style="text-align: center;">Restorative Practices - Year 2 (6th grade only)</p>	<p style="text-align: center;">PBIS Tier 3</p> <p style="text-align: center;">Restorative Practices - Year 3 (6th grade only)</p>
<p style="text-align: center;">Middle School</p> <p>2017-2018 Restorative Practice Year 1</p>	<p style="text-align: center;">Restorative Justice Phase 1</p> <p style="text-align: center;">Restorative Practices - Year 2</p>	<p style="text-align: center;">PBIS Tier 1</p> <p style="text-align: center;">Restorative Justice Phase 2</p> <p style="text-align: center;">Restorative Practices - Year 3</p>	<p style="text-align: center;">PBIS Tier 1 & 2</p> <p style="text-align: center;">Restorative Justice Phase 3</p>
<p style="text-align: center;">High School</p> <p>2017-2018 Restorative Practice Year 1</p>	<p style="text-align: center;">Restorative Practices - Year 2</p>	<p style="text-align: center;">PBIS Tier 1</p> <p style="text-align: center;">Restorative Justice - Phase 1</p> <p style="text-align: center;">Restorative Practices - Year 3</p>	<p style="text-align: center;">PBIS Tier 1 & 2</p> <p style="text-align: center;">Restorative Justice - Phase 2</p>

Social-Emotional Mental Health

- PBIS/RJ Lead at every school site
- Latino Commission & CHANGE Center
- Individual, group, & family therapy
- Classroom support
- Crisis support
- Parent workshops
- Support staff with:
 - SSTs, 504s, IEPs, SART, SARB

Social-Emotional Mental Health Latino Commission

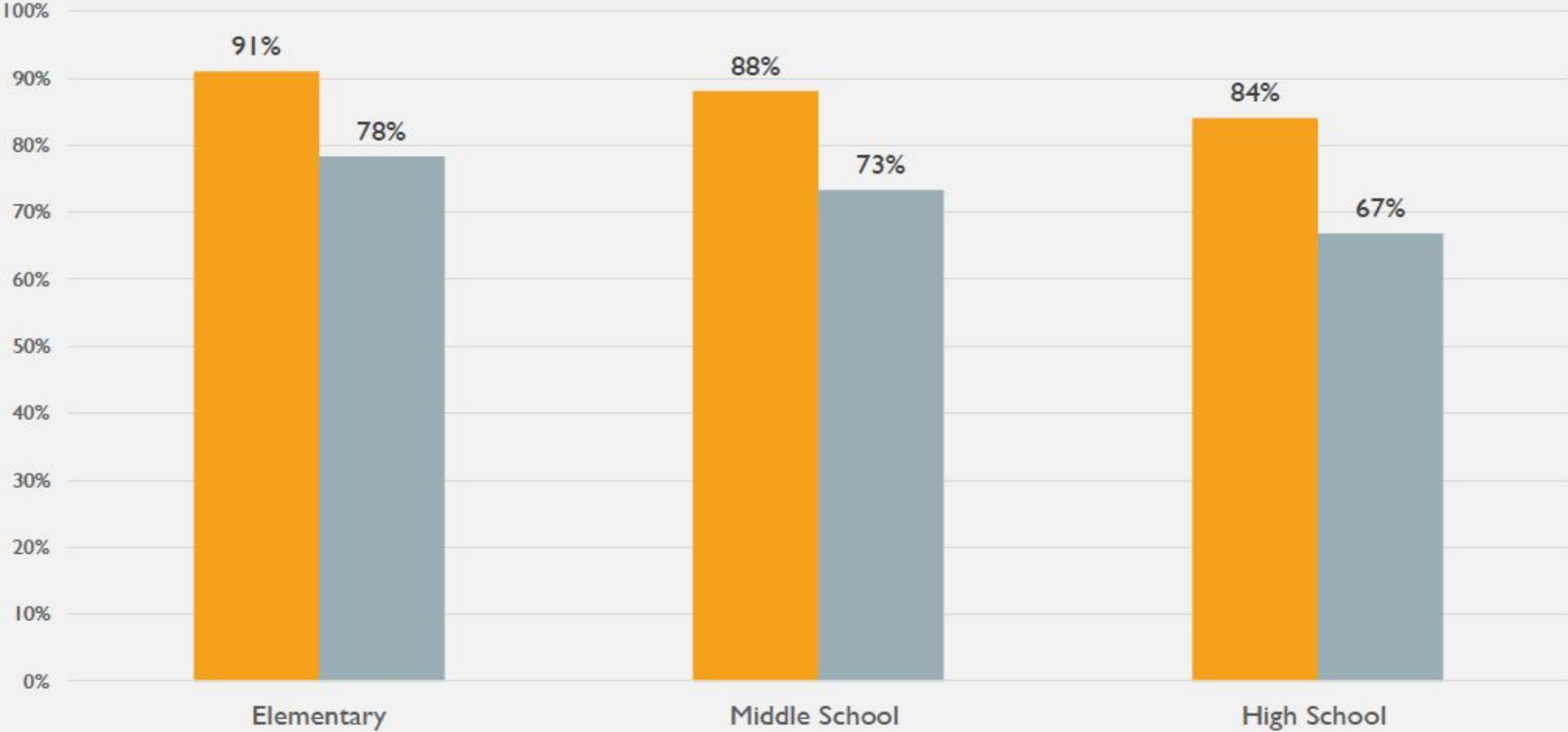
Total Number of Students = 946



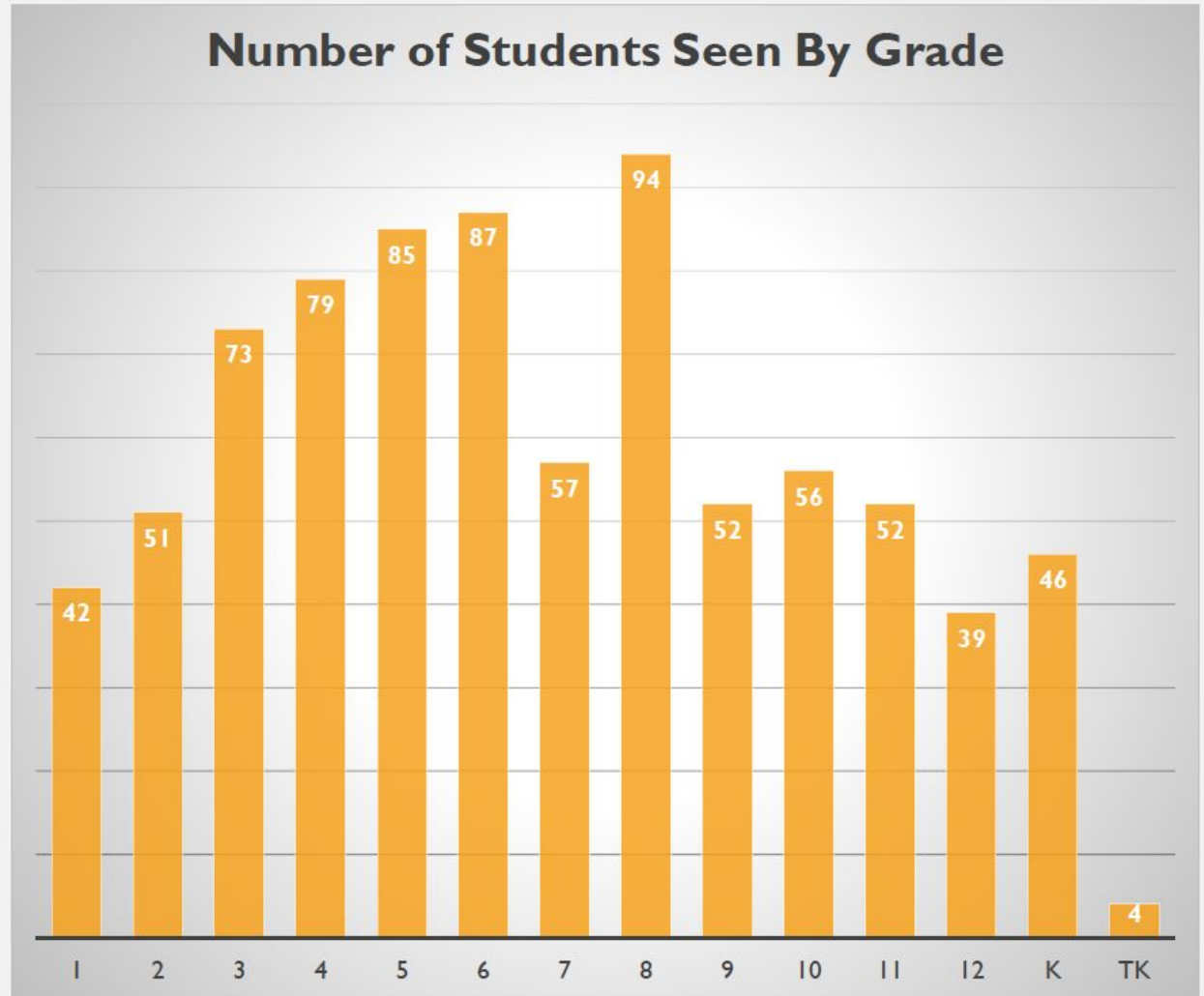
ATTENDANCE RATES 2018/2019

Average Attendance %

■ Latino Commision Students ■ Non-Latino Commision Students



Grade	No. of Students
1	42
2	51
3	73
4	79
5	85
6	87
7	57
8	94
9	52
10	56
11	52
12	39
K	46
TK	4
Total	817



REFLECTIONS & FEEDBACK

REFLECTIONS & FEEDBACK

- ***WHAT QUESTIONS DO YOU HAVE ABOUT THE INFORMATION PRESENTED?***
- ***IS THERE ANYTHING WE NEED TO CLARIFY?***

SURVEY

- *Written Feedback*
- *Online Survey*

<https://www.surveymonkey.com/r/2019LCAP>

<https://www.surveymonkey.com/r/2019LCAP-SP>