



DISTRICT EXPECTATIONS FOR STUDENT SUCCESS

CVUSD will create the necessary conditions for success, provide instruction and implement a response plan to address social, emotional and behavioral challenges.

Creating the necessary conditions - setting up for success

[5144 BP](#)

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

[5131 BP](#)

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules

[5137 BP](#)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

We do this by:

- Understanding our students' strengths, values, needs and experiences.
- Providing a clean, developmentally appropriate physical environment.
- Using established standards for social, emotional and behavioral skills.
- Modeling expected skills.
- Implementing intentional time and structures to build connections and community
 - Co-developing [Shared Vision](#), [Classroom Code](#), [Standard Operating Procedures](#), to build community and healthy relationships
 - Creating space and process for students to get their mind/body ready to learn..

Instruction - teaching the necessary social, emotional and behavioral skills

[5137 BP](#)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

We do this by:

- Providing direct, teacher-led instruction of [standards](#) for social, emotional and behavioral fluency.
- Creating and capturing opportunities to practice the expected skills
- Providing supplemental instruction through teachers, counselors, administrators and other staff.
- Creating additional opportunities throughout the campus for practice, reinforcement, celebration and re-teaching.

Response - responding to social, emotional and behavioral challenges.

[5144 AR](#)

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

Level 1 Behaviors

Managed primarily by teacher/classroom staff, depending on frequency and severity.

Behaviors

- Classroom or campus disruption
- Tardiness, absences
- Dress code violation*
- Viewing inappropriate content online
- Lying, cheating or plagiarism
- Defiance of staff directions
- Minor physical aggression without injury
- Gum
- Public displays of affection
- Profanity or vulgar and inappropriate language
- Unauthorized usage of cell phone

*refer to administration for support

Possible Consequences

- Contact parent/set up a meeting
- Verbal correction/feedback
- Student verbal and/or written apology
- Student reflection
- Detention/time away
- Restorative action plan
- Teacher /student inquiry resulting in a restorative action plan
- In class time away
- Loss of privilege
- Community service

Possible Interventions

- Class Code/Agreements/SOPs
- Circle time
- Daily check-ins
- Parent contact
- Alternate seating
- Class job
- Calming Corners
- Attendance Plan
- Counselor Referral
- Home visit
- Change of clothing or Loaner clothes (dress code)
- Education (i.e. cultural sensitivity)

Process for intervention and determination of outcomes:

1. With student:
 - a. STRENGTHS- focus on student strengths, values and goals.
 - b. EXPECTATION - refer to shared expectations such as class code or school rules/values.
 - c. CHALLENGE - describe how the expectation was not met, and be as specific as possible.
 - d. BENEFIT - identify how a different behavior (or use of a strategy) could benefit the student.
 - e. RESPONSIBILITY and RESTITUTION- identify a way to make it right (such as an apology, restorative conference, help to another person, cleaning up)
 - f. CLOSURE - finish with a positive statement so both student and educator are able to move forward.
 - i. Capture opportunity to practice
 - ii. Reinforce use of the strategy/positive behavior
2. Communication
3. Documentation

Level 2 Behaviors

Managed by teacher/classroom staff and administrator, depending on frequency and severity

Behaviors

- Alleged, attempted or actual act of:
 - Harassment or intimidation, Hazing, Bullying or cyberbullying
- Disruption to the learning environment (inappropriate language, stealing, hands on)
- Chronic behavior in Level 1 that has not improved with teacher intervention.
- Truancy
- Mutual fight with mild/moderate injury
- Dress code violation (repeated or significant violations)
- Viewing inappropriate content online (repeated violations)
- Cyber-bullying ([Ed Code 653.2](#))
- Vandalism
- Attempted theft
- Receiving stolen property ([Ed Code 48900.1](#))
- Recording/Video without consent ([ed code 653.2](#))
- Electronic device violation (board policy)
 - Teacher may collect, refer to the administrator.
- Gambling
- Racist remarks or Hate talk
- Unauthorized cell phone usage (repeated violations) ([Ed Code 653.2](#))

Possible Consequences

(may include one or more of the following)

- Parent notification/meeting
- Suspension by teacher for up to 2 days ([Board Policy](#)) ([Ed Code](#))
- Loss of privilege
- Suspension
- Detention /time away
- [Restitution](#)/Community Service
- Reflection/apology letter
- Change or withdrawal from class
- [Other means of correction](#)

Possible Interventions

- Parent contact/meeting
- Parent in the classroom
- Referral for SST
- Behavior contract
- Alternative Recess w/counselor
- Push-in to classrooms by Admin
- Home Visits
- Referral to counseling
- Restorative conference
- [Student Support Plan](#)
- Check In/ Check Out
- Attendance Conference/Plan
- Education (i.e. cultural sensitivity)

Process for intervention and determination of outcomes:

1. Referral for Support or Notification of Allegation (**Classroom/Campus Staff**)
2. Input/Investigation (**Administrator or Administrator Designee**)
 - a. Victim b. Witness c. Alleged Responsible Party
3. Team Collaboration with Administrator
4. Support Plan (possible referral for SST process (6164.5))

With student:

- a. STRENGTHS- focus on student strengths, values and goals.
- b. EXPECTATION - refer to shared expectations such as class code or school rules/values.
- c. CHALLENGE - describe how the expectation was not met, and be as specific as possible.

- d. BENEFIT - identify how a different behavior (or use of a strategy) could benefit the student.
- e. RESPONSIBILITY and RESTITUTION- identify a way to make it right
- f. CLOSURE - finish with a positive statement so both student and educator are able to move forward.
 - i. Capture opportunity to practice and Reinforce use of the strategy/positive behavior

With Team

- g. Identify strategic actions to maintain safety, support student re-entry and success

5. Communication/Closure/Follow-up Actions (**Administrator or Administrator Designee and reporting staff as appropriate**)
6. Documentation (**Administrator or Administrator Designee**)

Level 3 Behaviors

Managed by Administrator

Behaviors	Consequences	Possible Interventions
<ul style="list-style-type: none">● Possessed, brandished or sold a weapon, including imitation firearms (Ed Code 48900 b)● Possessed, furnished or sold tobacco, drugs or other controlled substance (Ed Code 48900 C)● False activation of fire alarm● Major campus disruption, creating an unsafe environment (Ed Code 48c900 k 1)● Direct threat to self or others (Ed Code 48900.4)● Caused or attempted to cause physical injury (except in self defense) (Ed Code 48915 a1)● Viewing inappropriate online content, sexual content, extreme violence (Ed Code (i))● Sexual activity (Ed Code 48900 n)● Intentional sexual harassment (online or in person) (Ed Code 48900 o)● Alleged, attempted or actual sexual assault or battery● Pervasive, severe, or repeated cyberbullying (Ed Code R2a)● Theft actualized (Ed Code 48900 g)● Vandalism (repeated or severe) (Ed Code 48900 f)● Caused or attempted to cause or participated in an act of hate violence (Ed Code 48900.3)● Intentional assault or battery upon any school employee● Robbery or extortion (Ed Code 48900 e)● Terroristic threats against school officials or school property or both● Possessed an explosive as defined in federal law● Used/sold or furnished an alcoholic beverage/narcotics of any kind (Ed Code 48900 d)● Unauthorized cell phone usage (repeated violations) (Ed Code 653.2)	<ul style="list-style-type: none">● Parent teacher conference with admin, teacher, parent and counselor● In school suspension● Restitution <p>AND possibly one or more of the following:</p> <ul style="list-style-type: none">● Suspension from school● Fire/Police report (if required per Ed Code)● Mandatory Referral for expulsion (if required by Ed Code)	<ul style="list-style-type: none">● Student Support Plan● Manifestation determination (IEP only)● Section 504 compliance review● Alternative educational placement● Parent Meeting/D.S.S.T● Restorative Justice Circle● 1 on 1 counseling support● Referral to an outside agency for additional support● Community Service● Parent supervision● Home visit● Community Agency Referral
<p>Process for intervention and determination of outcomes:</p> <div><div><div>1. Establish immediate safety. (Administrator)<div>a. School Defined Process (how to get help) with specific guidance/criteria.</div></div><div>2. Threat Screening (Administrator or Administrator Designee)</div><div>3. Input/Investigation (Administrator or Administrator Designee)<div>a. Victim, Witness, Alleged Responsible Party</div></div><div>4. Determine plan for continued safety (Administrator or Administrator Designee)</div><div>5. Support Plan<div>With student:<div>a. STRENGTHS- focus on student strengths, values and goals.</div><div>b. EXPECTATION - refer to shared expectations such as class code or school rules/values.</div></div></div></div><div><div>c. CHALLENGE - describe how the expectation was not met, and be as specific as possible..</div><div>d. BENEFIT - identify how a different behavior (or use of a strategy) could benefit the student.</div><div>e. RESPONSIBILITY and RESTITUTION- identify a way to make it right</div><div>f. CLOSURE - finish with a positive statement so both student and educator are able to move forward.</div><div>g. Capture opportunity to practice; Reinforce use of the strategy/positive behavior</div><div>With Team<div>h. Identify strategic actions to maintain safety, support student re-entry and success.</div></div><div>6. Communication/Closure/Follow-up actions (Administrator or Administrator Designee and reporting staff as appropriate)</div><div>7. Documentation (Administrator or Administrator Designee)</div></div></div>		