

Open the Door to Student Interventions





Your Presenters



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Where in the world is Apple Valley?



The Town of Apple Valley is located in the “high desert” at an elevation of 3,000 feet. Apple Valley is located 95 miles northeast of Los Angeles and 185 miles South of Las Vegas,(travel time is almost the same!) on the Interstate 15 corridor. The Town has 78 square miles with a population of the 71,107.

Sunny days is the norm for Apple Valley residents with an average of 350 days of sunshine a year. Winter temperatures range from the 20's to the 70's and summer temperatures range from lows of 40s to the highs about 110 degrees. Windy days are also the norm for Apple Valley residents which is why our trees grow at an angle!



Apple Valley Unified School District

Student Population

Total Students: 14,000

Socially Economically Disadvantaged: 67%

Ethnicity:

- Hispanic: 46%
- White: 40%
- African American: 9%

Granite Hills High School

History: Granite Hills High School is a comprehensive high school which opened in 1999 as the home of the “Cougars”.

GHHS offers the SCADA, (System Control and Design Academy), and GREAT, (Granite Recording Entertainment Arts and Theater), academies and a variety of pathways for career and college readiness.

Pathways include the Medical, Commercial Baking, Culinary Arts, AVID and 24 AP classes, including AP capstone.



Our Students at Granite

Student Population:

Enrollment 1,451

Free and Reduced: 67.8%
51.3%

Hispanic

English Language Learners: 7.6%

White 30.9%

Foster Youth: 1.6%

African American 15.9%

Homeless : 2.7%



Why did we create this?

Suspension Rate

	2015/16	2016/17
GHHS	13.2 %	11.0%
District	6.3%	5.3%
San Bernardino Co	4.7%	4.7%
California- statewide	3.7%	3.6%

A Culture Problem

2014/2015 WASC visiting committee report:

“Professional behavior and respectful interactions conducive to a positive learning environment were observed. However, some students report a few members of the staff exhibit a lack of caring for them as individuals.”





Change in Discipline - PBIS

-2015/2016 was our first year of PBIS implementation

Be Respectful

Be Accountable

Be Safe

-School wide teaching of behavior expectations

-Posters in every classroom

-Staff training on positive language with students

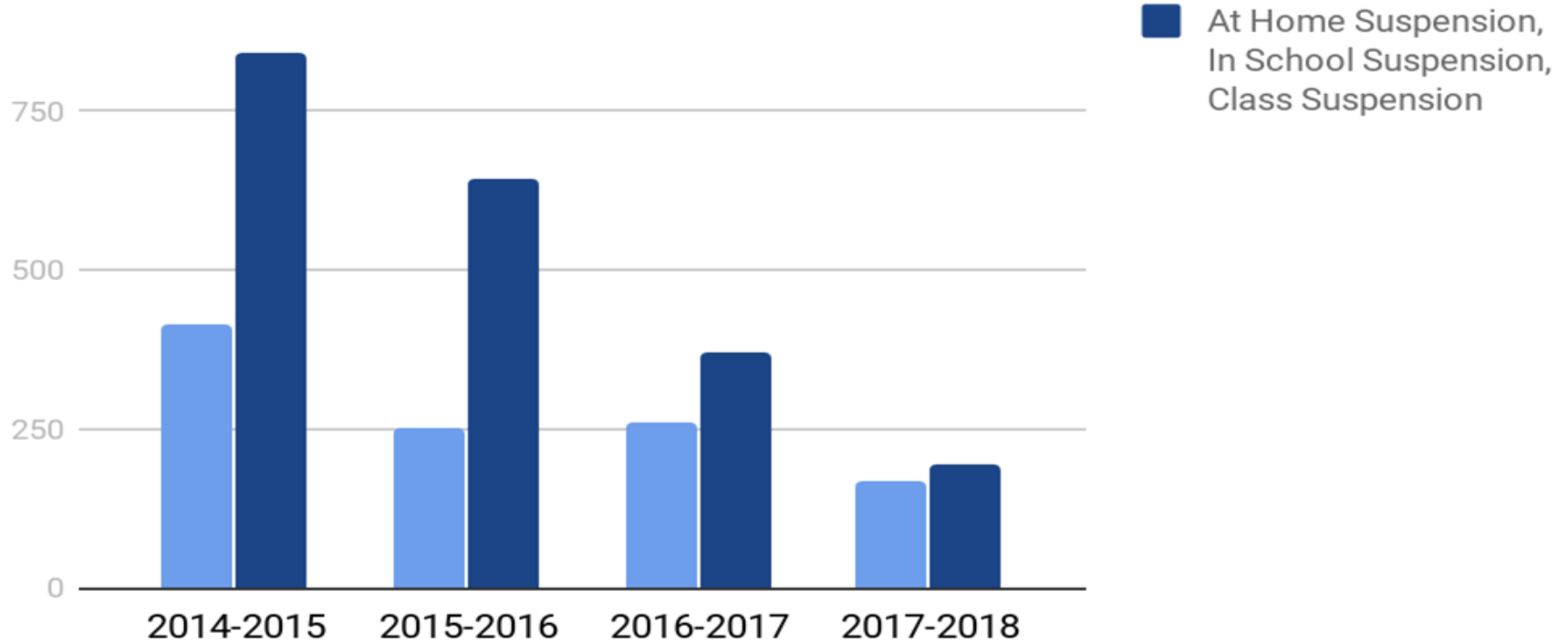
-Teach appropriate behavior instead of react to misbehavior



The Change in Discipline - Intervention Class

- During the 2016-2017 year, we went from automatically suspending students for up to 5 days to offering an in school intervention class.
- Many students were given the Interventions Class as their consequence.
- Some students were given a day or more of at home suspension AND the interventions class.

Positive Results



Total Suspensions By Quarter

Year	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total
2014-2015	99	102	111	104	416
2015-2016 (PBIS Implemented)	62	43	97	48	250
2016-2017 (Intervention Class Begins)	63	37	103	58	261
2017-2018	33	27	52	80 (projected)	192 (projected)

Interventions Scheduled by Quarter

Year	Qtr 1	Qtr 2	Qtr 3	Qtr 4
2016-2017	64	84	115	9*
2017-2018	30	39	69	72 (Projected)

*Intervention teacher had to be assigned to a class due to a teacher vacancy

Is the Intervention Class Working?

*During the 2016-2017 school year, 92 students that were placed in the intervention class for committing a 48900a1 (fighting) or 48900c (drugs) offenses.

-only 1 student repeated the offense.

*During the first semester of the 2017-2018 school year, 36 students had been placed in intervention for the same offenses.

-no student has repeated the same offense

The Culture Change

2017-2018 mid-cycle WASC committee report:

“During the visit, both the Principal’s Cabinet students group and the random mix of students reported a feeling of acceptance on campus. Students reported feeling supported by teachers and staff members on campus where they felt staff has shown a vested interested in their success.”

How students spend the day...



How Students Spend the Day....

Everyday is a New Day!

Student's disciplinary action determines student's daily curriculum.

Students do not get their normal classes, lunches and restroom breaks.

[Here](#) is an example.



Curriculum

Drug and Alcohol- education.drugfreeworld.org

Anger Management- *The Anger Workbook for Teens* by Raychelle Cassada Lohmann, MS

<https://www.amazon.com/Anger-Workbook-Teens-Activities.../dp/1572246995>

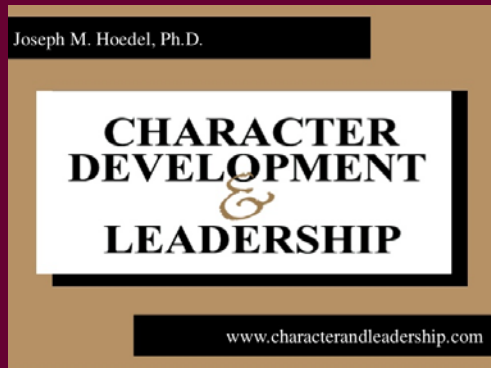
Life Skills Training: Promoting Health and Personal Development Vol 1-3 by Gilbert J. Botvin, Ph.D

<https://www.amazon.com/LifeSkills-Training-Promoting-Development-Development/dp/0933665148>

Ophelia Project High School Lessons www.opheliaproject.org/

Character Development and Leadership by Joseph M. Hoedel, Ph.D.

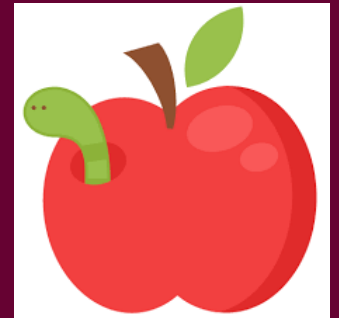
<https://www.characterandleadership.com>



It wasn't perfect....It's a work in progress

Some of the bugs that we have addressed:

- Communication between the discipline office and the teacher as to who was assigned.
- How do we handle students who are absent on the day they are assigned to the Intervention class?
- How do we meet the needs of the students when they have a variety of interventions scheduled?



It wasn't perfect....It's a work in progress

- At the beginning of the 2016-2017 school year, trying to meet the needs of each student was difficult based on students disciplinary consequence.
- Scheduling and pacing was an issue.
- Accountability for students' work and assignments from regular classes had to be put in place.

Students Testimony

“ During my time in ISS, I realized a lot of what I was doing wasn’t truly me. I was trying to impress other kids and worry about my image. I had to look at what I was doing and what goals I had for myself and weigh in the options.”

-Connor Garcia, 12th grade

“ During my time in Mr. Kalinich’s class, what I realized is that it wasn’t healthy to bottle in my emotions and that it will lead me to explode at times. I learned that when I have a problem to talk to some you trust and work it out by communicating.”

-Briana Espinoza, 12th Grade



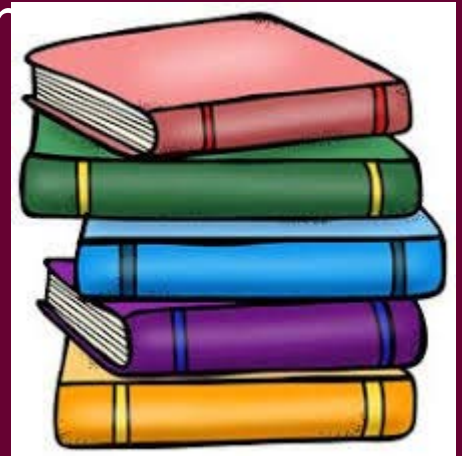
Intervention class has helped students:

- Learn from their mistakes (by completing the req'd curriculum)
- Staying on campus. Others see consequences (not getting to stay home and play video games, etc)
- Reducing repeated infractions
- Staying involved in school by being on campus
- Creating another positive bond with an adult
- Not home alone (unsupervised)

Modifications For the Future

Additional curriculum to meet the changing needs.

- ❖ Drug and alcohol prevention
- ❖ Bullying and cyberbullying prevention
- ❖ Social media and digital footprint information
- ❖ Training for restorative justice



The Money Tree

The cost of this program is:

A teacher's salary and benefits approximately \$80,000 to \$130,000 (total compensation, salary and benefits in our district)

Having the space to hold the class!



The Money Tree



Year	Suspensions	Interventions	Total Days Saved	Total Dollars Lost	Total Dollars Saved
2015-2016	1048	0	0	\$52,400	0
2016-2017	673	761	761	\$33,650	\$38,075
2017-2018 ytd	384	638	638	\$19,200	\$31,900



The Money Tree

The payoff has been more than money.

- ❖ Increase in academic performance
- ❖ Improved school climate as mentioned in the WASC document
- ❖ The connections made with students
- ❖ The additional instructional days



Ways To Create Your Own Program

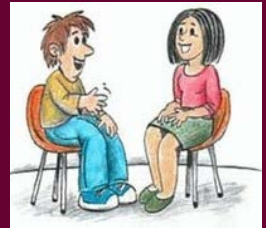
Providing interventions to change behavior is the key. Other schools in our district have tried the following ways to offer interventions:

- Having the class 2 periods a day using a teacher's open period

- Have counselors teach a class weekly

- Provide a class during home room to high risk students

- Offer interventions classes after school



Questions?

