



**BAKERSFIELD CITY SCHOOL
DISTRICT**

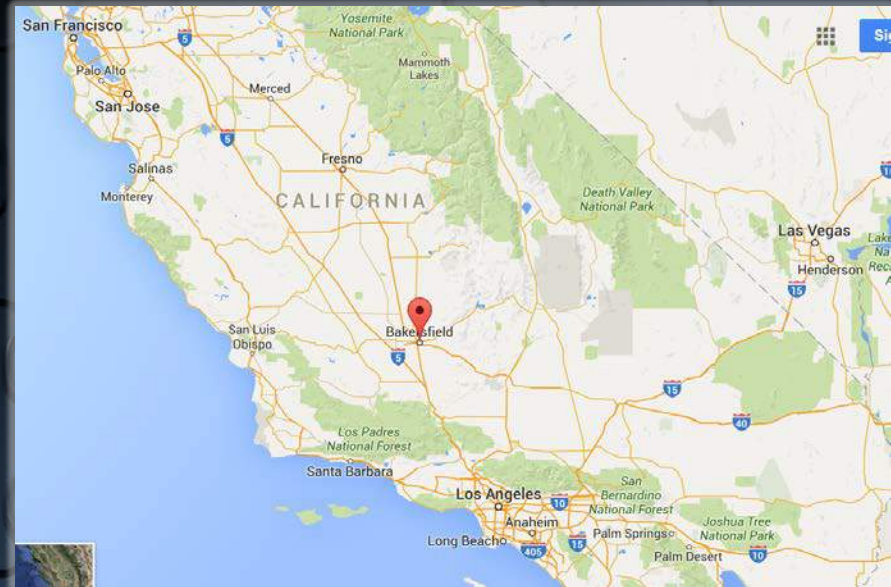
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**BAKERSFIELD ELEMENTARY
TEACHERS ASSOCIATION**



BCSD Facts

- Serve over 30,000 students
- 1700 certificated employees
- Pre-K thru 8th grade @ 43 schools
- 88% Socioeconomically disadvantaged
- 41% English Learners
- 78% Latino
- 8% African American
- 10% Caucasian



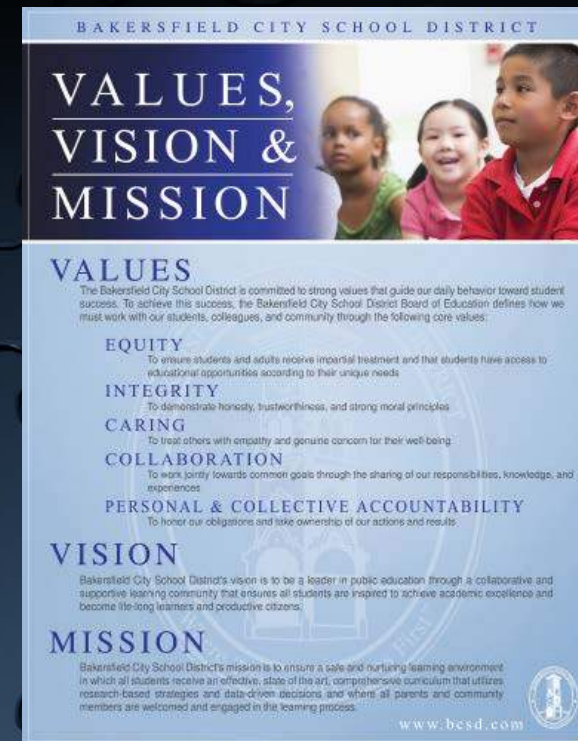
2010-11 Discipline Data

- 10% of students had received at least 1 suspension
- Disproportionality with African-Americans and Special education
 - 25% – African American
 - 15.4% – Special Education
- 7177 incidents of suspension
- 13361 suspension days



2011-12 – A New Beginning for BCSD

- United Board and Superintendent Vision
- District Values
 - Equity
 - Integrity
 - Collaboration
 - Caring
 - Individual and Collective Accountability
- 3 Initiatives
 - Professional Learning Communities (PLC)
 - Cultural Proficiency
 - Positive Behavioral Interventions and Supports (PBIS)
- Started working with Dr. Eyer under Disproportionality Grant



BAKERSFIELD CITY SCHOOL DISTRICT

VALUES, VISION & MISSION

VALUES
The Bakersfield City School District is committed to strong values that guide our daily behavior toward student success. To achieve this success, the Bakersfield City School District Board of Education defines how we must work with our students, colleagues, and community through the following core values:

- EQUITY**
To ensure students and adults receive impartial treatment and that students have access to educational opportunities according to their unique needs.
- INTEGRITY**
To demonstrate honesty, trustworthiness, and strong moral principles.
- CARING**
To treat others with empathy and genuine concern for their well-being.
- COLLABORATION**
To work jointly towards common goals through the sharing of our responsibilities, knowledge, and experiences.
- PERSONAL & COLLECTIVE ACCOUNTABILITY**
To honor our obligations and take ownership of our actions and results.

VISION
Bakersfield City School District's vision is to be a leader in public education through a collaborative and supportive learning community that ensures all students are inspired to achieve academic excellence and become life-long learners and productive citizens.

MISSION
Bakersfield City School District's mission is to ensure a safe and nurturing learning environment in which all students receive an effective, state-of-the-art, comprehensive curriculum that utilizes research-based strategies and data-driven decisions and where all parents and community members are welcomed and engaged in the learning process.

www.besd.com

Relationship Between BETA and District

- Relationship had to be built
- Open communication between Instructional Support Services, Human Resources, Curriculum and Standards, and BETA around school discipline and equity issues
- Joint committees to address concerns and issues



PBIS and School Safety Committee

- Deep discussions about discipline, equity issues, social-emotional needs, & law changes
- Willingness to work together for the benefit of staff and students
- Help build new leadership in BETA
- Leveraging the LCAP for resources



Challenges & Solutions

- Challenges

- Size of District is a large challenge
- Lot of change occurring at once
- Lack of fair process early on

- Solutions

- Climate surveys
- BETA leadership on committees and District Leadership Team
- Leveraging LCAP resources
- Ongoing troubleshooting and professional development



Ex: Technical Support

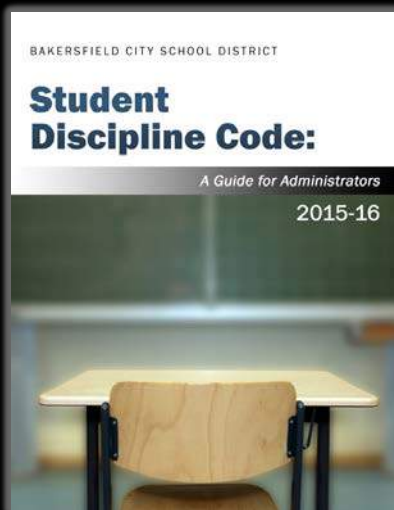
- California Endowment grants in the central valley
 - BCSD was recipient of funding
 - Helped jumpstart the PBIS and cultural proficiency work of the District
 - Convening brought about collaboration and new learning



Ex: Change the Discipline Code

Refocus staff and community understanding of discipline by emphasizing degree of harm and repair; behavior is an opportunity to teach

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn pro-social strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs



Levels of Response - Consequences and Interventions					
Example of Classroom Management Response: Classroom management and discipline are the most common behavior of students and these are the most common and important behaviors. Teachers are encouraged to use a variety of teaching and classroom management strategies. Below are possible consequences and interventions for these behaviors.					
Level 1	<table border="1"> <tr> <th>Problem Behaviors</th> <th>Problem Interventions</th> </tr> <tr> <td> <ul style="list-style-type: none"> Classroom disruption Verbal aggression (beliefs) Disruptive behavior Disruptive behavior Disruptive behavior Disruptive behavior Disruptive behavior Disruptive behavior Disruptive behavior Disruptive behavior </td> <td> <ul style="list-style-type: none"> Special positive reinforcement with student Verbal reprimand Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student </td> </tr> </table>	Problem Behaviors	Problem Interventions	<ul style="list-style-type: none"> Classroom disruption Verbal aggression (beliefs) Disruptive behavior Disruptive behavior Disruptive behavior Disruptive behavior Disruptive behavior Disruptive behavior Disruptive behavior Disruptive behavior 	<ul style="list-style-type: none"> Special positive reinforcement with student Verbal reprimand Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student Verbal reprimand with student
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PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE						
Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
Disruption						
1. Major disruptive behavior or negative gestures toward other students						
2. Repeated disruptive behavior or negative gestures toward other students despite direction to stop by staff						
3. Intentionally disrupt an assessment, district or administrator directed against District personnel or student(s) causing disorder and creating a hostile school setting						
4. Harassment/Intimidation/Intimidated a student victim/witness in a school disciplinary proceeding (see code 20)						
Insults/Offensive Behavior						
1. Inappropriate display of affection						
2. Flouting or displaying obscene or sexually explicit content						
3. Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person						
4. Sexual harassment, severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law (see 20-41.500 BC code 20)						
5. Coordinated or arranged to commit a sexual assault (see code 20-41.500 BC code 20)						
6. Coordinated or arranged to commit a sexual assault (see code 20-41.500 BC code 20)						
Using Cheating						
1. Using to get self or others out of trouble						
2. Intentionally using to get student personally in trouble						
3. Cheating on a test						
Non-compliance Behavior						
1. Truancy, Unauthorized attendance at school activities						
2. Failure to follow directions, items assigned to staff requests, or allow others to participate in an activity						
3. Failure to follow directions leading to potential disruption or harm to self or others (see 20-41.500 BC code 20)						
4. Failure to follow directions that directly leads to disruption or the harm of self or others (see 20-41.500 BC code 20)						

Future Plans and Goals

- Continue the dialogue
- Engage teachers through the LCAP process
- Creation of an African American Parent Advisory Council (AAPAC)
- Provide professional development based on feedback from teachers

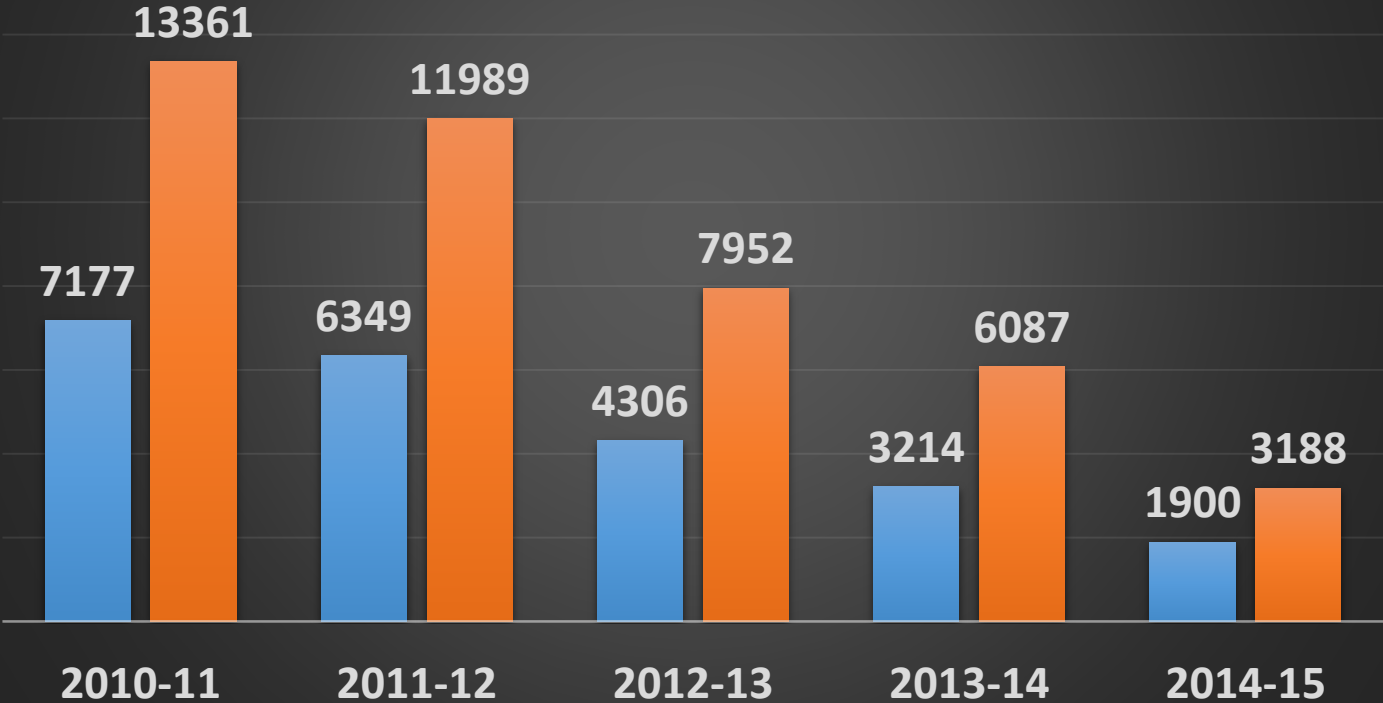


BCSD Suspension Data comparison

Over 70%
reduction in
days and
incidents

Suspension Incidents and Days

Incidents Days



Closing the Discipline Gap

Yearly Suspension Rate* Comparisons

**Rates represent unduplicated counts divided by enrollment on final day of school year*

	African American	Hispanic	White	Other	SWD	District
2010-11	24.8%	9.4%	11.2%	12.0%	15.4%	10.1%
2014-15	9.7%	2.9%	3.5%	4.7%	4.6%	3.6%
% Change	-60.9%	-69.1%	-68.8 %	-60.8%	-70.1%	-64.3%

13.6

6.2

Changing the Culture Around School Discipline

- Shift from exclusion to inclusion
- Proactive versus reactive
- No more assumptions that kids come ready to learn – Trauma plays a huge role
- Behavior must be taught
- Address and repair harm caused
- Continuously work on building a real school community family





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