1C - Getting Started with Equity in School Discipline

Presenters:

Therese Sandomierski, University of South Florida (Tampa, Florida)
Athena Vernon & Angela Mgbeko, Desert/Mountain Special Education Local Area (SE California)

• Topic: Equity
• Keywords: PBIS Foundations, Discipline, Tier 1, Implementation
Presenters

• Athena Vernon, JPA Program Coordinator, Desert/Mountain Special Education Local Plan Area Prevention and Intervention Team (Apple Valley, CA)

• Angela Mgieke, Prevention and Intervention Specialist, Desert/Mountain Special Education Local Plan Area PBIS Team (Apple Valley, CA)

• Therese Sandomierski, Technical Assistance Specialist, University of South Florida (Tampa, FL)
Participants

• Level of support: School-based, district-based, regional/statewide, other
• Experience with PBIS
• Experience actively addressing equity in schools
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Strand Overview

**1C – Getting Started with Equity in School Discipline**

Presenters: Therese Sandomierski, University of South Florida; Athena Vernon & Angela Mgbeke, Desert/Mountain Special Education Local Area

**2C – Centering Equity in Tier 1 PBIS at the Classroom Level**

Presenters: Jennifer Rose, Loyola University (IL); Milaney Leverson & Kent Smith, Cooperative Educational Service Agency 10 (WI)

**3C – Coaching for Equity in School Discipline**

Presenters: Kent McIntosh, University of Oregon; Ruthie Payno-Simmons, Michigan’s Multi-Tiered System of Supports Technical Assistance Center; Nicholas Diggs, Old Dominion University (VA); Maria Santiago-Rosario, University of Oregon

**FD4 - Enhancing School-Family Partnerships Within School-wide PBIS**

**FD5 - Establishing & Maintaining a Commitment to Equity**

**FD9 - Learning From Each Other: Moving Away From Exclusion to Instructional & Restorative Supports**

**5A - Applying an Equity Mindset to the Implementation of PBIS in Preschool: Strategies & Resources**

**5H - Extending PBIS & Restorative Practices from the School to the Community**
Learning Objectives

1. Participants will describe strategies to increase one’s awareness of their own culture and personal reasons for engaging in equity work.

2. Participants will identify characteristics of effective collaboration and describe the value of collaborating with others in the pursuit of equitable discipline.

3. Participants will identify different types of data that are needed to address disproportionate discipline.

4. Participants will describe the foundational components of systems that sustain equity-focused work.
Acknowledgements

• Center on PBIS Equity Workgroup (est. 2013)

Current Membership (2022-23)

- Tabithia Baldy
- Tiffany Crawford
- Erik Girvan
- Clynita Grafenreed
- Ambra Green
- Nikole Hollins-Sims
- Tamika La Salle
- Milaney Leverson
- Kent McIntosh
- Heidi von Ravensberg
- Ruth Payno-Simmons
- Alexandria Robers
- Jennifer Rose
- Therese Sandomierski
- Maria Santiago-Rosario
- Kent Smith
- Kim Yanek
PBIS Center Recommendations

1. Collect, use & report disaggregated discipline data
2. Implement a behavior framework that is preventive, multi-tiered, and culturally responsive
3. Use engaging instruction to reduce the opportunity (achievement) gap
4. Develop policies with accountability for disciplinary equity
5. Teach strategies for neutralizing implicit bias in discipline decisions

https://www.pbis.org/school/equity-pbis
Discussing Race:

Getting Started with Equity

1. Do the personal work
2. Build alliances
3. Ground yourselves in local data
Do the Personal Work

We own the responsibility for filling gaps in our knowledge
“The subject of race was not new to me. After all, I’d had a twenty-five-year run of creating opportunities to bring together different cultural groups and to serve under-served populations. I’d raised money and developed programs for inner-city youth and families, disproportionately black and poor. I’d attended every diversity workshop that would have me. My teaching job...brought me face-to-face every day with young children and families from an array of racial and cultural backgrounds. I saw difference as just difference, not better or worse. I was nice and kind to people of all races and cultures. I believed every person could make it in America, if just given the opportunity. Typical of a long-standing pattern of thinking I knew more than I actually did, I felt skeptical that examining myself could further my understanding of others.”

Learn about Context

**Historical**
- School segregation
- Redlining, G.I. Bill, Urban Renewal Program
- Pupil placement boards & special education

**Cultural**
- Colorblind philosophy
- Poverty theory
- Being “nice”

**Political**
- Struggle for civil rights
- War on drugs
- Zero tolerance

“The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.”
Strategies for Learning About Context

• Wisconsin PBIS’ 7 Experiences:
  https://www.wisconsinrticenter.org/educators/understanding-rti-a-systems-view/crp.html

  1) Articles
  2) Book studies
  3) Coaching & modeling
  4) Conferences & workshops
  5) Community site visits
  6) Guest speakers
  7) School visits

Collaborative planning & debriefing are needed
Critical Reflection is Key

**Attitudes**
- Tendencies to respond in a particular manner;
  - Encompasses implicit biases, observation bias, attribution errors, & other cognitive errors
- Influences personal motivation, open-mindedness to new practices
- Impacted by personal experiences & beliefs

**Beliefs**
- What we perceive as truth
- Consider how beliefs are constructed
- Compare with beliefs from a diverse variety of other individuals

**Practices**
- How we interact with those truths

1. How do students’ cultural backgrounds affect their schooling experiences?
2. How do my assumptions about students and learning play a role in maintaining inequitable outcomes?
## How Do I Examine...?

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Beliefs</th>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling checks/ Assess comfort level</td>
<td>Personal culture, identity exploration activities</td>
<td>Define routines/ procedures</td>
</tr>
<tr>
<td>Personal inventories (inner circle, neighborhood, media preferences)</td>
<td>Identify assumptions about “right” and “wrong”</td>
<td>Describe the beliefs that guide your actions during those routines, procedures</td>
</tr>
<tr>
<td>Reflection:</td>
<td></td>
<td>Reflect on feelings during routines, procedures</td>
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<tr>
<td>“The hard part about talking about racism is...”</td>
<td></td>
<td>Examine the impact of routines, procedures on diverse students</td>
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<tr>
<td>“The beneficial part about talking about racism is...”</td>
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</tbody>
</table>
Supporting Critical Reflection

- Reflection should be a **social process** *(Hora & Smolarek, 2018)*
- Schools & districts can support effective reflection by:
  - Providing informative, disaggregated data
  - Providing more prep time to teachers & support staff
  - Providing dedicated reflection time
  - Providing easy & anonymous ways for staff to share their thoughts & feedback with leadership
  - Fostering a climate focused on improving teaching practices
  - Professional development focusing on uncovering implicit biases, recognizing patterns of disparities, considering alternative explanations for student performance, and awareness of historical practices that influence current disparities
  - Fostering 2-way communication with individuals from marginalized groups

“Data do not objectively guide decisions on their own—people do.” *(Spillane, 2012, p. 114)*
Build Alliances

Cultural humility meets power & privilege
Starting Conversations

**Share**
- Your reflections with people who are different from you
- Be clear about your purpose in having the conversation

**Learn**
- About others’ perspectives & experiences;
- Identify common objections & priorities among staff, students & families;
- Your triggers

**Develop**
- A buddy system
- Self-care strategies
Conversational Strategies

Constructivist listening: [http://schoolreforminitiative.org/doc/dyad.pdf](http://schoolreforminitiative.org/doc/dyad.pdf)

Serial testimony: [https://www.tolerance.org/magazine/spring-2014/toolkit-for-beyond-the-knapsack](https://www.tolerance.org/magazine/spring-2014/toolkit-for-beyond-the-knapsack)

Active listening skills

- Paraphrasing
- Summarizing
- Open-ended questions
- Empathetic listening

All conversations include reflection & debriefing

Assume good intentions; listen as if you might be wrong

- “I wonder what information they have that I don’t?”
- “How might they see the world so that their view makes sense?”

Identify what is needed to be vulnerable

Good questions can be just as powerful as statements
Partner with Impacted Groups

• Obtain Support from Leadership

• Plan Collaboratively
  – **Intentional** collaboration – “**Nothing for us, without us**”
  – Get and use students’ & families’ ideas on what they would like to see to know that the school is serious about this topic.

• Establish Trust
Types of Involvement

- Families/Community partners (FCP) as data sources
- FCP as collaborators, co-researchers
- FCP as leaders, researchers
- Undiscovered possibilities

Centering equity in PBIS means centering student and family perspectives in PBIS.

The Question: 
Same for all stakeholder groups

“We’ve learned that disproportionate discipline is a nationwide issue and have started to investigate how that applies to our school. This is what we’ve learned...(insert your data summary here)

How does this match up to your experience with discipline at our school?”

You can share your own personal experiences, or those you’ve heard from other individuals.
Families as Leaders
Families are given authority to drive the agenda and decision-making

- **Dads on Duty** video (October 2021)
- Dads on Duty **article**

**School’s Role:**
- Share information
- Provide safe (and comfortable) space for discussion
- Be prepared to facilitate a transition from discussion to making a plan for action
Meaningful Collaboration

Influencing Attitudes:
• Acquire deep personal knowledge
• Increase positive interactions
• Have/Emphasize empathy
• Provide positive examples
• Focus on positive role models
• Identify and replace personal biases
• Raise awareness
• Use preventative strategies
# Student & Family Collaboration Inventory

Identify the activities your school/district currently uses to communicate with families and students, and then place a checkmark in each of the columns that apply to each activity.

<table>
<thead>
<tr>
<th>Student or Family Engagement Activity</th>
<th>Includes diverse language supports impacted by discipline disparities</th>
<th>Family preferences for location, times, communication style, etc. are used</th>
<th>Language supports are provided, staff avoid using jargon</th>
<th>Background knowledge is provided</th>
<th>Activity includes time for participants to get to know one another on a personal level</th>
<th>Activity is characterized by a 2-way flow of information</th>
<th>School/District staff vulnerability, humility</th>
<th>Decision making is shared</th>
<th>Activity occurs throughout the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of year open house</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Family/Teacher conferences</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
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</tr>
</tbody>
</table>

When you’ve finished, identify strategies your team can use to increase meaningful communication about Tier 1 PBIS with underserved families and students.

Address Resistance - *Intent vs. Impact*

### Don’t Ignore Conflict
- Respectfully share & explore different points of view

### Monitor Impact
- Invite other group members to share their emotions, thoughts, and solutions

### Set Clear Expectations
- Establish guidelines/norms for conflict (e.g., *productive* conflict is encouraged; personal attacks aren’t tolerated)

### Recognize
- Thank those who take a stand to respectfully support their position

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Helpful Practices

• Establish community agreements for engaging in challenging conversations
• Identify the purpose and expected outcomes for the conversations
• Provide common language and definitions of key concepts
• Calling in vs. Calling out
• Ouch & Oops procedure for problematic statements: [https://www.campusreform.org/article?id=8914](https://www.campusreform.org/article?id=8914)
• Develop a procedure for pausing the conversation
Managing “White Fragility”  
Robin DiAngelo (2011, 2018)

“A state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves.”

- Teach & prompt self-regulation skills for adults (set norms)
- Show empathy
- Use active listening skills
- Be consistent & calm
- Take breaks
- Consider* ways for individuals to “save face”

- Teach
- Include strategies to address personal attitudes

Self-Regulation (Emotional)

- Start with “easier” topics
- Provide regular practice with feedback (i.e., debrief after every session)

Informational

Fluency
Follow-Up

Develop plans to support staff

• Resources to build knowledge
• Provide opportunities to practice
• Consider co-teaching/co-presenting
• Provide reassurance
Ground your Work in Local Data
Sharing Data about Disproportionality

Establish history of “safe” data sharing, set norms for feedback

Avoid jargon, establish common understanding

Keep it simple

Listen, and don’t tell
# Equity Profile Tool/aka “Student Outcomes Profile”

## School Name: School #1

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Number of Students Enrolled</th>
<th>Number of Students in Group Who Received a Referral</th>
<th>Total Number of Referrals from Group</th>
<th>Group’s Percent of Student Body</th>
<th>Shelf: Percent of Referrals Correlation</th>
<th>Referral Rate for Group</th>
<th>Referral Rate for All Other Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>50</td>
<td>20</td>
<td>30</td>
<td>21.7%</td>
<td>15.2%</td>
<td>0.42</td>
<td>0.60</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>50</td>
<td>25</td>
<td>50</td>
<td>21.7%</td>
<td>18.9%</td>
<td>0.76</td>
<td>1.00</td>
</tr>
<tr>
<td>African American/Black</td>
<td>50</td>
<td>40</td>
<td>120</td>
<td>21.7%</td>
<td>30.3%</td>
<td>2.59</td>
<td>2.40</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>4.3%</td>
<td>3.8%</td>
<td>0.39</td>
<td>0.50</td>
</tr>
<tr>
<td>Asian</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>4.3%</td>
<td>0.8%</td>
<td>0.08</td>
<td>0.10</td>
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<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>4.3%</td>
<td>0.8%</td>
<td>0.08</td>
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<tr>
<td>Multi-Racial</td>
<td>50</td>
<td>40</td>
<td>80</td>
<td>21.7%</td>
<td>30.3%</td>
<td>1.39</td>
<td>1.60</td>
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<tr>
<td><strong>Totals</strong></td>
<td>230</td>
<td>132</td>
<td>287</td>
<td>100.0%</td>
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</table>


[Equityprofiles](https://www.equityprofiles.org)
### Completed Example

#### White

<table>
<thead>
<tr>
<th>A</th>
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<td>19</td>
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<td>21</td>
<td>22</td>
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<td>26</td>
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<td>28</td>
<td>29</td>
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<tr>
<td>Student Comp.</td>
<td>Of the 132 students who received at least one referral, 15.2% are White; this group comprises 21.7% of the total student population.</td>
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<tr>
<td>Referral Ratio</td>
<td>The average number of referrals per student for White students is 0.42 times that for all other students.</td>
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<tr>
<td>Referral Rate</td>
<td>Students identified as White receive an average of 0.6 referrals per student.</td>
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<td>Risk Ratio</td>
<td>White students are 0.64 times more likely to have at least one referral than all other students.</td>
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<tr>
<td>Diff. in S Comp.</td>
<td>White students representation among students who receive referrals is 6.6 percentage points lower than expected given White students' percentage of the student body.</td>
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<tr>
<td>Diff. in R Comp.</td>
<td>The percentage of referrals attributed to White students is 11.3 percentage points lower than expected given White students' percentage of the student body.</td>
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<td>Referral Comp.</td>
<td>Of the 287 referrals generated, 10.5% were attributed to White students.</td>
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<td>Risk</td>
<td>Of the 50 White students, 40% have at least one referral.</td>
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#### Hispanic/Latino

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<td>37</td>
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<tr>
<td>Student Comp.</td>
<td>Of the 132 students who received at least one referral, 18.9% are Hispanic/Latino; this group comprises 21.7% of the total student population.</td>
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<tr>
<td>Referral Ratio</td>
<td>The average number of referrals per student for Hispanic/Latino students is 0.76 times the referral rate for all other students.</td>
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<td>Referral Rate</td>
<td>Students identified as Hispanic/Latino receive an average of 1 referrals per student.</td>
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<td>Risk Ratio</td>
<td>Hispanic/Latino students are 0.84 times more likely to have at least one referral than all other students.</td>
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<tr>
<td>Diff. in S Comp.</td>
<td>Hispanic/Latino students representation among students who receive referrals is 2.8 percentage points lower than expected given Hispanic/Latino students' percentage of the student body.</td>
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<td>Diff. in R Comp.</td>
<td>The percentage of referrals attributed to Hispanic/Latino students is 4.3 percentage points lower than expected given Hispanic/Latino students' percentage of the student body.</td>
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<td>Referral Comp.</td>
<td>Of the 287 referrals generated, 17.4% were attributed to Hispanic/Latino students.</td>
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<td>Risk</td>
<td>Of the 50 Hispanic/Latino students, 50% have at least one referral.</td>
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#### African American/Black

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<td>48</td>
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<td>50</td>
<td>51</td>
</tr>
<tr>
<td>Student Comp.</td>
<td>Of the 132 students who received at least one referral, 30.3% are African American/Black; this group comprises 21.7% of the total student population.</td>
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<tr>
<td>Referral Ratio</td>
<td>The average number of referrals per student for African American/Black students is 2.59 times that for all other students.</td>
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<td>Referral Rate</td>
<td>Students identified as African American/Black receive an average of 2.4 referrals per student.</td>
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<tr>
<td>Risk Ratio</td>
<td>African American/Black students are 1.57 times more likely to have at least one referral than all other students.</td>
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<tr>
<td>Diff. in S Comp.</td>
<td>African American/Black students' representation among students who receive referrals is 8.6 percentage points higher than expected given African American/Black students' percentage of the student body.</td>
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<tr>
<td>Diff. in R Comp.</td>
<td>The percentage of referrals attributed to African American/Black students is 20.1 percentage points higher than expected given African American/Black students' percentage of the student body.</td>
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<tr>
<td>Referral Comp.</td>
<td>Of the 287 referrals generated, 41.8% were attributed to African American/Black students.</td>
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<tr>
<td>Risk</td>
<td>Of the 50 African American/Black students, 80% have at least one referral.</td>
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</table>
Moving Forward

1. Embed within existing systems
2. Build knowledge and experience
3. Create an installation plan
4. Implement and monitor progress
Final Point: Include Self-Care

• Equity work is a *way of work*
• Build capacity for ongoing conversations and implementation
• Build in healthy breaks to sustain your passion
Getting Started with Equity: Desert/Mountain SELPA – California

Athena Vernon & Angela Mgbeke
About Us

Desert/Mountain Charter Special Education Local Plan Area (SELPA)

Desert/Mountain Children’s Center

Desert/Mountain Special Education Local Plan Area (SELPA)
Region 10

• We support 39 school Districts and LEA’s and serve as a technical assistance center.
PBIS Sustainability

SUSTAINABILITY (ADDITIONAL YEARS OF SUPPORT)

**Training**
- Onsite Requests
- School-Wide Initiatives
- Family/Community Engagement
- Speciality Areas

**Coaching**
- Team Meetings
- Workgroups
- Leadership Team Development (Admins, Site/District coaches)
- Walkthroughs

**Evaluation**
- SWIS
- Tiered Fidelity Inventory
- School Climate Survey
- Self-Assessment Survey
- District Systems Fidelity Inventory

**Content Expertise**
- Specialty Areas (Bully Prevention, SEL, Restorative Practices)
- Tiered Interventions
- Evidence Based Practices
Why we started the work

Differentiated assistance
  • to address identified performance issues, including significant disparities in performance among student groups

PBIS enhancements

Buy-in
  • to include student and family voice
Our work began as one training provided to schools and has now become a series of 3 trainings.

We coached school teams utilizing the Cultural Responsiveness Field Guide and A 5-Point Intervention Approach for Enhancing Equity in School Discipline.
Modified TFI Walkthrough Tool

<table>
<thead>
<tr>
<th>Grade/ Gender/ Race</th>
<th>What are the (school rules)? Record the # of rules known</th>
<th>Can explain what the rules mean in own terms in school?</th>
<th>Can explain what the rules mean at home?</th>
<th>Have you received a _____ since _____?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
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<td>2</td>
<td>Y N</td>
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<td>3</td>
<td>Y N</td>
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<td>5</td>
<td>Y N</td>
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<td>6</td>
<td>Y N</td>
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<td>Y N</td>
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<td>9</td>
<td>Y N</td>
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<td>10</td>
<td>Y N</td>
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<td>11</td>
<td>Y N</td>
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<td>12</td>
<td>Y N</td>
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<td>13</td>
<td>Y N</td>
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<td>14</td>
<td>Y N</td>
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<td>15</td>
<td>Y N</td>
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<td>Y N</td>
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<tr>
<td>Total</td>
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</table>

**LIBRARY EXPECTATIONS**

**BE RESPECTFUL**
- Use whisper voices
- Use books and computers appropriately

**BE RESPONSIBLE**
- Check out books and return them on time

**BE SAFE**
- Stay with the class
- Walk calmly while browsing for books
Student Voice

Facilitated student led discussions and activities by:

- providing opportunities to incorporate student voice
- building community in the classroom
Family Engagement

Community Advisory Committee

Parent discussions

Real Talk

Then and Now: “What Your Teacher Couldn’t Tell You, and Your Kids Think They Know.”

Join us as we discuss the impact of generational differences within the home. How often do you compare your childhood to that of your children? Very frequently, do we think our kids are growing up with the same obstacles that we faced. This discussion will provide an opportunity to consider how our past experiences shape our expectations now, and see today’s world through the eyes of our kids. We will focus on how we can better connect and learn from our students.

Presenters
Jennifer Vincent, Lead Prevention and Intervention Specialist
Angela Hedges, Prevention and Intervention Specialist

Registration
https://communitycahelp.org/events or email CJ for your registration.

Special Accommodations
Please submit any special accommodation requests at least fifteen working days prior to the training by contacting your request when registering.

When
Thursday, September 22, 2022
CAC Rep Business Meeting: 10:00 – 10:30 a.m.
Parent Training: 1:00 – 3:30 p.m.

Location
Shasta Mountain Educator Support Center
1501 Highway 96, Applegate, CA 96007

Cost
Free to attend.
## Family Elements of Culture Activity

### Family Elements of Culture

**Directions:** Complete each row by reflecting on your own values and culture, how your values may have changed over time, and how your kid(s) and school values may differ.

<table>
<thead>
<tr>
<th>Elements of Culture</th>
<th>My values growing up</th>
<th>My values now</th>
<th>What the school values might be different</th>
<th>How this difference might create conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate language/communication</td>
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<td></td>
<td></td>
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<tr>
<td>Appropriate dress</td>
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<tr>
<td>Appropriate response to insults</td>
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<td>Appropriate socializing</td>
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<tr>
<td>Appropriate technology</td>
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</tbody>
</table>

Adapted from the PBS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches.
Advice for schools implementing equity

• Staff buy-in is important!
• Focus on schools that are implementing PBIS with fidelity.
• Use what works well.
• Should be a part of your Tier 1 supports.
We’re not done!

Additional Coaching
• Data dive
• Site visits
• Action planning
Applying Session Content

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Please Complete this Session’s Evaluation

10/27/22
1C — Getting Started with Equity in School Discipline

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the gift card raffle!

Evaluations are anonymous! We send reminder emails to all participants.
Contact Information

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• Therese Sandomierski
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  @PBIS_Therese