4C Embedding Equity Deeply into District PBIS Systems

Presenters:

Dr. Ruthie Payno-Simmons  
Michigan’s Multi-Tiered System of Supports Technical Assistance Center (Holland, MI)

Dr. Naomi Brahim  
Jefferson County Public Schools (Louisville, KY)

• Topic: Equity  
• Keywords: Systems Alignment, Implementation, Sustainability
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?
Acknowledgement
Jefferson County Public Schools (JCPS)

Culture and Climate

Racial Equity

Backpack of Success Skills
Jefferson County Public Schools

Highlights:

- 30th largest school district in U.S. (largest in KY)
- 165 school sites (including Early Childhood)
- 6 high schools on US News and World Report’s list of “Best U.S. High Schools”
- 38 National Merit semifinalists in 2018
- 16.4% National Board Certified Teachers
2021-22

95,600 students
(~79% of market share)
- 1/7 of all students in KY
- 43% White
- 36% African American
- 12% Hispanic
- 5% 2 or more races
- 4% Other

- DIVERSE COMMUNITY WITH DIVERSE CHALLENGES
  - 10% of JCPS students receive ELL services
  - 139 different languages spoken
  - Approximately 13% of JCPS students receive Special Education services
  - 6% of JCPS students are homeless
  - 67% of students eligible for free/reduced lunch

- BUS RIDERSHIP
  - 65,000 students ride the bus every day
Acknowledgement

- Jefferson County Public Schools
- Diversity, Equity, And Poverty Department
- DEP Curriculum Vitae
Learning Objectives

I. Explore the importance of focusing on systems and outcome data to understand the conditions in which students learn and teachers teach

II. Learn key practices for embedding equity in PBIS systems that build internal capacity and increase sustainability

III. Understand multiple entry points for centering equity in PBIS systems
Commitments for Engaging in Today’s Session (Singleton & Linton, 2006, P. 18)

- Stay engaged/Be present
- Express/Share your truth
- Experience discomfort
- Expect and accept non-closure
Objective 1: Explore Some Conditions in Which Students of Color are Learning
Disparate Discipline for Students of Color and Students With Disabilities

In 1973, African American students were suspended 2 times more than white peers.

By 2006, African American students were suspended 3 times more than white peers.

Today, African American students are 3.8 more likely to be suspended than white peers.

Students with disabilities are approximately twice as likely to be suspended throughout each school level compared to students without disabilities.

(U.S. Department of Education, 2018; Children’s Defense Fund, 1975)
Reflecting on the National Data

Mentimeter Activity

On your computer or phone device, go to www.menti.com and use the code on the top of the screen to respond to the following prompt:

____________________________

What causes do you attribute to disproportionate discipline outcomes for students of color?
Prevailing Deficit Assumptions
Factors That Contribute to Inequitable Racial Discipline Practices and Outcomes

“Every system is perfectly designed to get the result that it does.”

W. Edwards Deming

Payno-Simmons (2020)
National Data on Days of Lost Instruction Due to Out Of School Suspensions

(Losen & Whitaker 2018)
Nationally, school children lost over 11 million days of instruction (11,360,004) as a result of out-of-school suspension. That’s roughly 66 million hours of missed instruction or more than 63,000 school years of lost learning.

(Losen & Whitaker 2018)
National Data: Days of Lost Instruction Per 100 Students by Race And Disability in 2015-16

The graph shows that, nationally, Black students lost 66 days of instruction compared to just 14 days for White students. This difference of 52 more days lost for Blacks than Whites means that Blacks lost nearly 5 times the amount of instruction as Whites and nearly 17 times the amount lost by Asian American students who at 4 days per 100, lost the lowest amount of instruction of any of the racial/ethnic groups.

Similarly profound disparities are observed between students with and without disabilities. The former lost 44 days of instruction, which was more than double the loss experienced by their non-disabled peers (20 days per 100).

(Losen & Whitaker 2018)
Inequitable Learning Conditions
Students of Color Experience

Access To Quality Instructional Resources
Access To Advanced Courses & GATE Programs
Rigorous Course Work Targeted At Grade Appropriate Standards
Access To An Experienced & Stable Teaching Work Force
Access To Related Services & Supports
Accurate & Representative Text & Curricular Materials

Midwest and Plains Equity Assistance Center 2021
## Evidence of Improved Discipline Outcomes of PBIS

### REDUCED

**Use of exclusionary discipline**
(Bradshaw et al., 2010; Flannery et al., 2014; Gage et al., 2018; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

**Racial inequities in discipline**
(Fox et al., 2021; Gion et al., 2020; McIntosh et al., 2018; McIntosh et al., 2021; McIntosh et al., in press; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)

**Bullying and exclusion**
(Waasdorp et al., 2012)

**Teacher burnout and stress**
(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross et al., 2012)

### IMPROVED

**Prosocial behavior**
(Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

**Emotional regulation**
(Bradshaw et al., 2012)

**Academic achievement**
(Angus & Nelson, 2021; Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

**School climate & school safety**
(Horner et al., 2009; McIntosh et al., 2021)

**Organizational health**
(Bradshaw et al., 2008)

Compiled by McIntosh 2022, ReACT
Objective 2: Learn Key Practices for Embedding Equity in PBIS Systems That Build Internal Capacity and Increase Sustainability
Educational Equity

Occurs when educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people so that each individual, has access to meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships.

(Fraser, 2008; Great Lakes Equity Center, 2012)
Key Practices For Centering Equity in the PBIS System

- Support Educators through Equity-focused PD
- Disaggregate All Data by Student Group
- Adapt Practices to Meet Needs and Values
- High Expectations for Each Student

(OSEP TAC on PBIS 2021)
Key Practices For Centering Equity in the PBIS System

Support Educators through Equity-focused PD

- Align PD to equity efforts
- Define educational equity
- Asset ideas and practices
- Critical consciousness (identity, power, privilege, implicit bias)
- Critical language awareness
- Critically examine self and systems
- Socio-historical context
- Book studies and application opportunities
- Affinity Group Opportunities

Adapt Practices to Meet Needs and Values

- Ensure district/school policies center equity
- Engage multiple and diverse perspective in systems work, especially student voice
- Operationalizing educational equity in PBIS practices: access, representation, meaningful participation and high outcomes
- Critically examine self and systems
- Engage in identity awareness work
- Asset-based practices: culturally sustaining practices, people first and other asset Language, universal design

Disaggregate All Data by Student Group

- Ongoing critical self-reflection and examination for bias, unfairness, cultural mismatch,
- Building positive relationships
- Leveraging the 4 to 1 positive to negative ratio, neutralizing routines, fair investigations, positive greeting at the door etc.
- Asset thinking
- High-quality instruction

High Expectations for Each Student

(OSDP TAC on PBIS 2021, Payno-Simmons 2017a, 2017b, 2020, 2021)
Adapt Practices to Meet Needs and Values

(OSEP TAC on PBIS 2021)

- Operationalizing educational equity in PBIS practices: access, representation, meaningful participation and high outcomes
- Critically examine self and systems (ongoing)
- Ensure district/school policies center equity
- Engage multiple and diverse perspective in systems work Especially Student Voice
- Engage in identity awareness work
- Asset-based practices: culturally sustaining practices, people first and other asset Language, universal design

(Payno-Simmons 2017a, 2017b, 2020, 2021)
School Example

Defining & Operationalizing Educational Equity in Tier 1:

1. School Leadership Teams engaged in professional learning that included reading literature on education equity, our socio-historical context and critical awareness

2. Drafted their definition of educational equity and planned how they would vet the definition with the school community

3. Operationalized equity across the PBIS Core practices

4. Considered and discussed what systems look, feel and sound like when equity is present?

5. What do practices look, feel and sound like for students? parents/caregivers? educators? community members?
In May 2018, the Jefferson County Board of Education acknowledged that:

- Persistent gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes [exist] among student groups based on race and ethnicity.
- Students of Color have been disadvantaged by long-standing inequities in our society, the causes of which are multi-faceted, and reflect historical, social, and institutional factors.
- The District must take a systemic approach to ensure that Students of Color have equitable learning opportunities, experiences, and outcomes.
Racial Equity Policy Resource Book

District Example
### District & School Examples of Racial Equity Committees

#### District - 11 Member Committee
- 1 Teacher
- 1 Principal
- 1 Classified employee
- 2 Parents/caregivers
- 2 Students
- 2 Community representatives

- Appointed by appropriate unions and boards
- 3 year term

#### School Committee
- Principal/designee
- Teacher representatives
- Classified staff representatives
- Student representatives
- Parent/caregiver community representatives

**Representation & Meaningful Participation**
Turn and Talk

If you have equity teams/committees, discuss the work of those teams.

If not, what groups can you leverage in your school or district to engaging multiple and diverse perspectives in your systems work?
RACIAL EQUITY ANALYSIS PROTOCOL

@JCPSEPI | #AREYouJCPS

What is it?
An instrument to be used when school leadership is making decisions that impact students. The expectation is that this protocol is used for every school-based decision.

Who uses it?
This instrument is constructed to uncover exclusionary practices but requires multiple perspectives. For the best results, a diverse group of school-based stakeholders should always be included.

When is it used?
The REAP is not just for new ideas and initiatives. Schools are expected to screen established practices using the protocol as well. Teachers are also encouraged to utilize the REAP for classroom decisions.

The Eight Questions
To view the REAP in its entirety, please visit: https://bit.ly/JCPS_REAP.

How does this tool add to racial equity?
Utilization of the REAP leads to more equitable decision making for policies, practices, and procedures. Especially because if any established practices prove to marginalize any student group, school leadership is expected to amend or end the practice.
REAP: School Example

Samples of Common Practices in Schools to be filtered through the REAP

- Students receive “Lunch Bunch” if they turn in their homework for the week and have “good behavior.”
- Widespread classroom management procedures (such as a color chart or Class Dojo)
- Using a designated room or area where students go when they misbehave.
- Offering extra credit for students who bring in classroom supplies.
- Plans regarding school events such as a Multicultural fair, Literacy Night, Math/Science, dances
- Practices regarding participation in after school activities
- Student enrollment in various course levels
- Your school’s Response to Intervention (RTI) process
- Any new proposed school wide initiative
- Student recognitions
Racial Equity Analysis Protocol (REAP)

1. What is the overarching purpose of the proposal/initiative?

2. Is the initiative or policy resourced to guarantee full implementation and monitoring?

3. Which racial/ethnic groups could be inequitably affected by this policy? How?

4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?

5. What unintended consequences could result from the policy (racial inequities or otherwise)?

6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?

7. What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?

8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?

[District Example]

Representation & Meaningful Participation
Critical Reflection of Self & Systems

[Box: District Example]
Talk with Your Elbow Buddy

What are some ways you can begin using these practices in your work?
Disaggregate All Data by Student Group

(OSEP TAC on PBIS 2021)

- Include and disaggregate systemic data i.e. curriculum & instruction, PBIS, culture & climate, early childhood, gifted & talented programming, etc.
- Five Critical Questions During SWIS Drill Down
  - Name the inequities that show up in your systems
  - Action plan to disrupt those inequities
  - Engage multiple and diverse perspective in systems work
  - Critically examine self and systems (ongoing)

(Payno-Simmons 2017a, 2017b, 2020, 2021)
Our Current Gaze

OUTCOME DATA
How are our students performing?

FIDELITY DATA
Are we implementing systems of support with integrity?

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Embedding Equity Deeply into District PBIS Systems Require Shifting our Gaze

SYSTEMS DATA
What is the context in which students learn and teachers teach?

FIDELITY DATA
Are we implementing systems of support with integrity?

OUTCOME DATA
How are our students performing?

Are school conditions inclusive &
Embedding Equity Deeply into District PBIS Systems Involves Asking...

- What is it about the **systems** we create
- **policies & practices** we implement
- ways in which we show up that is contributing to the outcomes/inequities we are seeing?

- Based on the **data**, who is benefitting from the way things are and who is not?
Equity-Centric Metrics

REFLECTION QUESTIONS
- Are there inequities in student access, representation, participation, and positive outcomes?
- What do we know already?
- How do we know it? What types of data help us to know what we know?
- What do we need to know more about?
- Can we leverage existing data structures or systems to collect, analyze and share these data? If so, which ones?
- How can we obtain or create needed data structures or systems to fill in our data gaps?

ACCESS
- Early learning Programs
- Program Placement
- Effective Educators
- Quality curricular resources/ Technology

REPRESENTATION
- PreK Programs Enrollment
- Teacher/Student Demographic Comparison
- Students’ enrollment in higher level/advanced courses
- Variety of co-curricular and extra-curricular offers representing the specific interests of student groups
- Non-stereotypical & authentic representation of minoritized groups in curricular content across course subjects in fiction and non-fiction material
- Presence of youth and adults in decision-making and leadership structures/opportunities

MEANINGFUL PARTICIPATION
- Student attendance in higher track courses and/or CTE programs
- Student participation in co-curricular/extra curricular or enrichment activities
- Interests and perspectives expressed by youth and adults reflected in school and district policy decisions
- Student engagement in classroom instruction

POSITIVE OUTCOMES
- Academic Performance
- Behavior
- Attendance
- Graduation, diploma type & School Push Out Rates
- Perception of School Climate and Culture
- Grade Passing Rate/Credit Hours Attainment
- Post-secondary employment and/or college/university/career training enrollment

Behaviors & Behavior Systems do not occur in Vacuums

Critical Reflection of Self & Systems
JCPS Envision Equity Scorecard

"ENVISION EQUITY"

It's easier to build strong children than to repair broken men.
— Frederick Douglass

Critical Reflection of Self & Systems

Original Equity Scorecard

District Data Card
Click on a domain to see District-Level Results

Focus Areas:
- Improve Culture
- Increase Capacity
- Learn, Grow, & Develop

School Climate & Culture

Opportunities & Access

Literacy

College/Career Readiness

Discipline

Click on a Domain for Further Analysis
# JCPS Envision Equity Scorecard

## High Outcomes

### School Data Cards

Select a school below to see school data cards, or click on one of the domains to open.

<table>
<thead>
<tr>
<th>School Level</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative</td>
<td>Ballywood</td>
</tr>
<tr>
<td>Elementary</td>
<td>Adkely</td>
</tr>
<tr>
<td>Elementary</td>
<td>Atkinson Academy</td>
</tr>
<tr>
<td>Elementary</td>
<td>Auburndale Elementary</td>
</tr>
<tr>
<td>Elementary</td>
<td>Audubon Traditional Elementary</td>
</tr>
<tr>
<td>Elementary</td>
<td>Bates Elementary</td>
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<tr>
<td>Elementary</td>
<td>Bird School</td>
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<tr>
<td>Elementary</td>
<td>Blake Elementary</td>
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<tr>
<td>Elementary</td>
<td>Bloom Elementary</td>
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<tr>
<td>Elementary</td>
<td>Blue Lick Elementary</td>
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<tr>
<td>Elementary</td>
<td>Bower Elementary</td>
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<td>Elementary</td>
<td>Brendis Elementary</td>
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<tr>
<td>Elementary</td>
<td>Breckinridge-Franklin Elementary</td>
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<tr>
<td>Elementary</td>
<td>Byk Elementary</td>
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<tr>
<td>Elementary</td>
<td>Camo Taylor Elementary</td>
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</tbody>
</table>

### Suspensions (SSP)

#### Data Dictionary

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Literacy/Math</th>
<th>Opportunities &amp; Access</th>
<th>School Climate &amp; Culture</th>
<th>College/Career Readiness</th>
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</thead>
<tbody>
<tr>
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#### Atkinson Academy Results

<table>
<thead>
<tr>
<th>Race</th>
<th>Free/Reduced Lunch</th>
<th>Paid Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unique Students</td>
<td>Total SSP</td>
</tr>
<tr>
<td></td>
<td>SSPd</td>
<td>SSP</td>
</tr>
<tr>
<td>Black</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>White</td>
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<td>9</td>
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<tr>
<td></td>
<td>1</td>
<td>2</td>
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</table>

#### All Elementary School Results

<table>
<thead>
<tr>
<th>Race</th>
<th>Free/Reduced Lunch</th>
<th>Paid Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unique Students</td>
<td>Total SSP</td>
</tr>
<tr>
<td></td>
<td>SSPd</td>
<td>SSP</td>
</tr>
<tr>
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<td>26</td>
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<td>3</td>
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</tbody>
</table>

#### Year-to-Date Comparison between Prior Year & Current Year Through 46 Days (5/27/2021)

<table>
<thead>
<tr>
<th>Race</th>
<th>Free/Reduced Lunch</th>
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<tr>
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<tr>
<td></td>
<td>SSPd</td>
<td>SSP</td>
</tr>
<tr>
<td>Black</td>
<td>18-19</td>
<td>17</td>
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<tr>
<td></td>
<td>19-20</td>
<td>7</td>
</tr>
<tr>
<td>White</td>
<td>18-19</td>
<td>1</td>
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<tr>
<td></td>
<td>19-20</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>19-20</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Data Source: Infinite Campus
How does regularly collecting and analyzing this data support PBIS practices?

What data can you leverage within your systems to understand the context in which students learn and teachers teach?
High Expectations for Each Student

OSEP TAC on PBIS 2021

- Ongoing critical self-reflection and examination for bias, unfairness, cultural mismatch,
- Building positive relationships
- Leveraging the 4 to 1 positive to negative ratio, neutralizing routines, fair investigations, positive greeting at the door, praise preference etc.
- Asset thinking
- High-quality instruction

Payno-Simmons 2017a, 2017b, 2020, 2021
Support Educators through Equity-focused PD

(OSEP TAC on PBIS 2021)

- Align PD to equity efforts
- Define educational equity
- Asset ideas and practices
- Critical consciousness (identity, power, privilege, implicit bias)
- Critical language awareness
- Critically examine self and systems
- Socio-historical context
- Book studies and application opportunities
- Affinity Group Opportunities

(Payno-Simmons 2017a, 2017b, 2020, 2021)
Objective 3
Understand Multiple Entry Points for Centering Equity in PBIS Systems
Key Practices for Centering Equity in the PBIS Systems

- Align PD to equity efforts
- Define educational equity
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Disaggregate All Data by Student Group

- Include and disaggregate systemic data i.e. curriculum & instruction, PBIS, culture & climate, early childhood, gifted & talented programming, etc.
- Five Critical Questions During SWIS Drill Down
- Name the inequities that show up in your systems
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Adapt Practices to Meet Needs and Values

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- Engage in identity awareness work
- Asset-based practices: culturally sustaining practices, people first and other asset
- Language, universal design

(OSEP TAC on PBIS 2021, Payno-Simmons 2017a, 2017b, 2020, 2021)
Critical Questions That Center Equity In PBIS/MTSS

1. Is there an inequity problem in our school?
2. What is it about our people, policies, and practices that contribute to this inequity?
3. Which equitable practices can address this inequity?
4. Did the equity strategies decrease our disparity?
5. Who is at the table when decisions are made about our school systems?

Payno-Simmons 2021, Teach by Design, PBISAPPS
School Example

Reflection Questions for:
- Principal
- Assistant Principals
- Counselors
- Teachers
Below are questions that **principals** can use in order to improve racial equity in their classrooms:

- How am I approaching teaching and learning from a strengths-based approach as opposed to a deficit approach to reach Racialized students?
- What quantifiable goals have been established to increase desired outcomes for Racialized students?
- What quantifiable goals and identifiable practices have been established to decrease disproportionality in suspensions, alternative school placement, and referrals to special education?
- Is Racial Equity specifically addressed in our Comprehensive School Improvement Plan (CSIP)?
- How are we engaging with families beyond traditional and compliant methods of communication?
- How is racial inclusion demonstrated/aligned across subjects?
- Do I know my own biases?
Below are questions that **teachers** can use in order to improve racial equity in their classrooms:

• Do I know my own biases?
• Am I aware of how my personal bias impacts my interactions with students? Am I participating in continuing education in reference to racial equity?
• Are the lessons I’m providing reflective of JCPS demographics (51 percent of JCPS are Black, indigenous, people of color, born outside of the U.S., etc.)?
• Do I offer lesson opportunities that have a social-political aspect that allow students to bring in their own funds of knowledge and investigate race and racism?
• Does my lesson, novel, unit, etc., heroize the dominant white culture inaccurately and unnecessarily?
• Am I utilizing the REAP to ensure that my practice, policies, and lessons don't intentionally marginalize students of color? REAP process
• Does my principal give clear directives on the school’s Racial Equity goals and how I am expected to help reach that goal?
Envision Equity Newsletter is a monthly publication that puts a spotlight on improving equity for students across the district.

The First Task Is to Ask sheets contain simple questions that can be given to parents and student advocates who seek answers to questions that they may not know how to ask.
Book Studies
Whole Staff
Departments
Teams
Administrators

Book Recommendations
1. No BS (Bad Stats): Black People Need People Who Believe in Black People Enough Not to Believe Every Bad Thing They Hear About Black People: Ivory Toldson
2. Why Race and Culture Matter in Schools: Tyrone Howard
3. Sister Citizen: Melissa Harris-Perry
4. So You Want to Talk About Race: Ijeoma Oluo
5. White Rage: Carol Anderson
6. Black Fatigue: Mary-Frances Winters
7. Culturally Responsive Teaching & the Brain: Zaretta Hammond
8. White Folks that Teach in the Hood…and the Rest of Y’all too: Christopher Emdin

Critical Reflection of Self & Systems
Turn and Share

What is one thing that you can go back in your school or district and do tomorrow?
Contact Information

Dr. Ruthie Payno-Simmons
Michigan’s Multi-Tiered System of Supports Technical Assistance Center
Equity Implementation Specialist
rpaynosimmons@mimtss.org

Dr. Naomi Brahim
Jefferson County Public Schools
Multi-Tiered Systems of Support (MTSS)
Team Leader
naomi.brahim@jefferson.kyschools.us
Please Complete this Session’s Evaluation

10/28/22

4C – Embedding Equity Deeply into District PBIS Systems

Four options, pick one!

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   Click “Take Survey” under the session description.

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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.

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