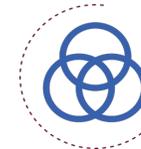
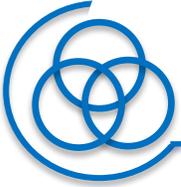


Equity Community of Practice #4 (7/19/22)

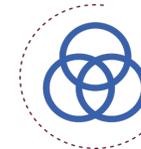
Equity in Universal at the Start of the Year

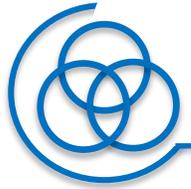
Jennifer Rose, Milaney Leverson, and Kent Smith





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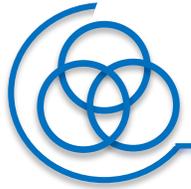
Setting Your Intentions

Every coach or facilitator has their own calendar of things to do at the start of the year.

Generally focuses on two main “buckets”:

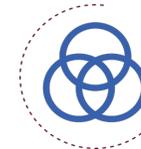
- Review end of year data (student, outcome, assessments)
- Plan for coming year (goals, PD, team meetings)

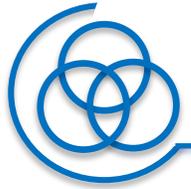




Centering Equity in the System

Session will provide key concepts and ideas to intentionally center in the “Back to School” Planning to ensure that systems don’t continue to perpetuate homogeneity in thinking and operations for the year.



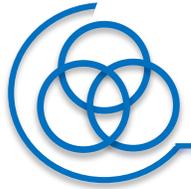


Planning for the Breakouts

We will be using breakout rooms frequently in this session.

Please make sure you identify a timekeeper, someone to keep the conversation on track, and someone who will share out the relevant information you discussed.





Practitioner Identity

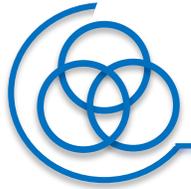
- “Awareness of the dimensions of one’s own culture is a prerequisite to understanding the culture of others.”

McAllister & Irvine, 2000

“We see the world not as *it is* but as ***we are.***”

- *Rabbi Shemuel ben Nachmani, as quoted in the Talmudic tractate Berakhot (55b.)*



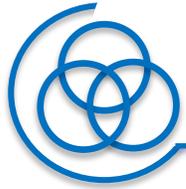


Practitioner Identity

Practitioners must examine and understand:

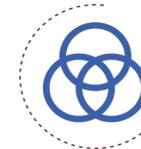
- How and why they perceive the world the way they do
- Their own comfort level with issues of race, ethnicity, and educational and social disparities
- The background from which they develop and apply their expectations, procedures, routines, and practices
- The purpose of their expectations, procedures, and practices

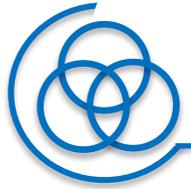




Utilizing the 5 key areas from the CR Field Guide

- 1) Address the impact of Identity
- 2) Develop practices to increase student and family voice in policy, practice and programs
- 3) Develop or enhance supportive environments for students
- 4) Consider all aspects of Situational Appropriateness
- 5) Using Data to address Equity needs





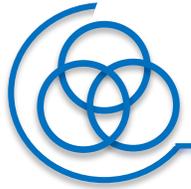
Planning to Address Identity

For coaches/facilitators/leaders this is the foundation for managing the dynamics of difference at play in a school or district.

When a school team operates without considering individual and shared identity or aggregate group identity, the status quo continues:

- Practices that are familiar and comfortable with the majority of staff will likely continue without regard to impact
- Opportunities to increase student and family voice will be overlooked
- Subjective discipline referrals will increase over the year

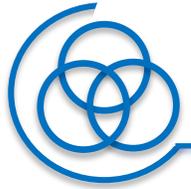




Some Activities to Consider to Address Identity

- 1) Ensure new staff are oriented to the role that identity (including their own) plays in achieved outcomes at the school wide and their own classroom levels.
- 2) Ensure classroom level staff are given instruction and support to consider their classroom routines and practices from a “power versus purpose” lens and identify areas where collaborative development can occur with students and families.
- 3) Compile demographic data profile of school/district for students and staff to help with data disaggregation and action planning over coming year.





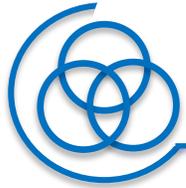
Discussion: Identity and Teaming

How many members are on your team? How many are school staff versus family/students?

How many are returning from the 2021-22 school year?

How do you orientate new team members to PBIS and equity as a foundational principle?





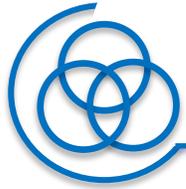
Increasing Student/Family Voice in Policy, Practice & Programs

Providing students and their families with active voice and opportunities for participation in our systems is essential. Not only does it provide opportunity for heterogeneity in the system operation but it:

Helps schools set and achieve high standards for ALL students.

Allows schools to understand and connect to student cultures, prior learning and shared experiences that can be used to enhance learning.

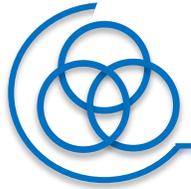
Promotes opportunities for to access effective instruction, resources and practices that promote learning, ownership and connection to the school and classroom environment.



Some Activities to Enhance Student/Family Voice

- 1) Establish an ongoing student/family subcommittee with specific functions that represents impacted groups from the school. Include policy/practice changes to sustain use over time.
- 2) Share end of year data with families during summer and seek feedback for school wide goal setting.
- 3) Identify series of opportunities for student/family facilitated activities over the course of the year; begin planning to implement those opportunities.
- 4) Ensure school/district handbook address family and student engagement in universal system and focuses on collaboration within the system; include ways that school expectations can be supported from home.

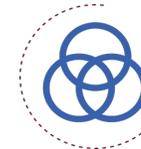


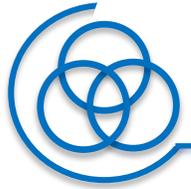


Discussion: Increasing Family and Student Voice

What strategies have worked in your school/district regarding ensuring that students and families have a voice on your PBIS tier 1/universal teams?

What are some of the barriers to increasing family and student voice on PBIS teams?
How can you begin to control for those?





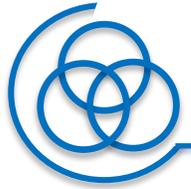
Ensuring a Supportive Environment

Education works best when the environment is inclusive, supportive and safe.

Support requires an active process and an active focus to continue to make sure the environment is conducive to learning:

- Purpose of universal system is to prevent behavior errors, build fluency related to desired skills.
- Aid in the transfer and generalization of skills for students.
- Develop and sustain collaborative and transparent relationships between school, family and community.
- Create foundation for supportive interventions based on data identified needs.
- Create and sustain supportive connections between all students, staff and the environment where students can see themselves.

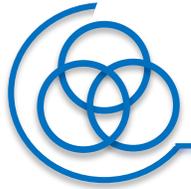




Some Activities to Ensure Supportive Environment

1. Ensure all staff are grounded in focus of a supportive, preventive universal system.
2. Ensure teams focus engage in data driven system change conversations related to ethnicity/race and impact of practices on all student enrollment groups. (change systems not students)
3. Develop, utilize and sustain ongoing and timely procedures for families, students and community members to communicate questions, concerns and needs.
4. Ensure staff have knowledge and support in how to respond to unwanted behavior by assessing whether the behavior is culturally-situated, bridging expectations across school and home, and reteaching the skills as needed with additional practice, acknowledgment, and a focus on affirming student strengths and restoring relationships.





Considering Situational Appropriateness

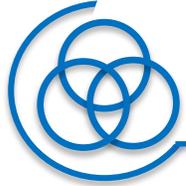
The overarching goal is to change school culture and system to enhance educational equity.

ALL behavior is learned and is context specific.

Shared beliefs and behaviors may serve purposes that may be difficult to understand by those who are outside that culture or context without explicit instruction.

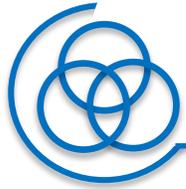
When a specific purpose exists that requires students to engage in behaviors different from their first learning, feedback from first environments should be gained, purpose must be identified and other avenues for first learning must exist within setting.





Some Activities for Addressing Situational Appropriateness

- 1) Families and students are given opportunities to review and give feedback on expectations and skills/rules to ensure connection to family and community norms and values.
- 2) Staff are supported in ways to engage students to identify connections to prior learning and how new skills for school may be similar or different than home or community and provide clarification of skills.
- 3) Students are engaged in developmentally appropriate ways in development of classroom matrixes at the start of the year.
- 4) Staff are supported in model expectations and refer to them in regular daily interactions.

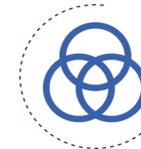


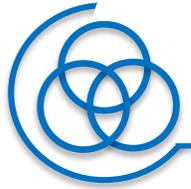
Discussion: Supportive Environment & Situational Appropriateness

How have staff been taught and supported to respond to behavior error in a way that builds student fluency and generalization of skills?

How have staff been encouraged to review their classroom routines and procedures from a power versus purpose frame?

How are students involved in the development and review of matrices (SW and classroom?)





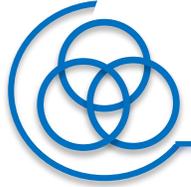
Using Data to Advance Equity

Data is the life-blood of a team's work implementing and sustaining universal systems with a centering on equity.

It is used frequently to guide systems change and to measure growth.

Data is a robust set of tools teams routinely use to set and measure progress toward goals, identify and plan around system needs, and measure the health of their systems. While it is common to use data to identify student support needs, at a universal level the majority of data work should center on building and maintaining equitable systems that deliver equal outcomes.





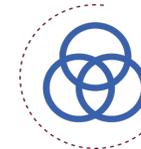
Some Activities to Use Data for Equity

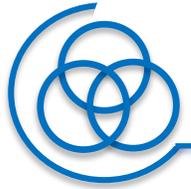
- 1) Review end of year behavior data; disaggregate it by race and disability status.
 - a) Identify areas where race and disability are predictors of unequal outcomes.
 - b) Develop a plan to address those areas at the start of the year and way to monitor progress toward achieving equal outcome.

- 2) Teach and support staff in understanding how to use data, including disaggregated data, for goal setting and progress monitoring in their classroom systems.

- 3) Consider building practices where data is shared with students and families on routine basis and feedback is welcome.

- 4) Ensure that there are practices and resources in place to allow staff to quickly access and utilize student level data for systems planning.





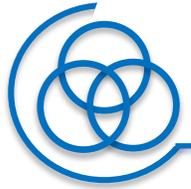
Discussion: Data use

What evaluation tools (i.e., TFI, SAS, etc.) did you use last year to measure PBIS fidelity of implementation and school climate ?

What are some priorities for refinement that were identified from your data?

How has your team routinely disaggregated data around race and interrogation of policies that disproportionately affect students and families of color?

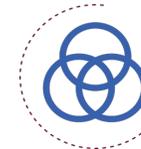


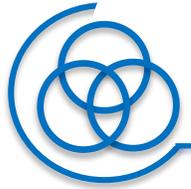


Final share out

What “ah-ha”, “say what?”, or “uh-ohs” did you experience in the review and discussion?

What’s one thing you will be focusing on as you consider restarting for the new year?





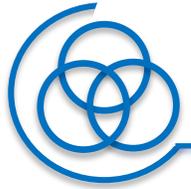
We value your opinion!

Please take a few moments to submit your feedback through our online evaluation form:

<https://forms.gle/zqVhz3uvAMGQUzQ97>

Evals close 2 weeks from today, on **Aug 2nd**.





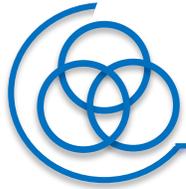
Wrap-up

Thank you for taking time out of your summer to join us!

Please feel free to contact us if you have questions, etc.

SEE YOU AT THE FORUM!!!





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