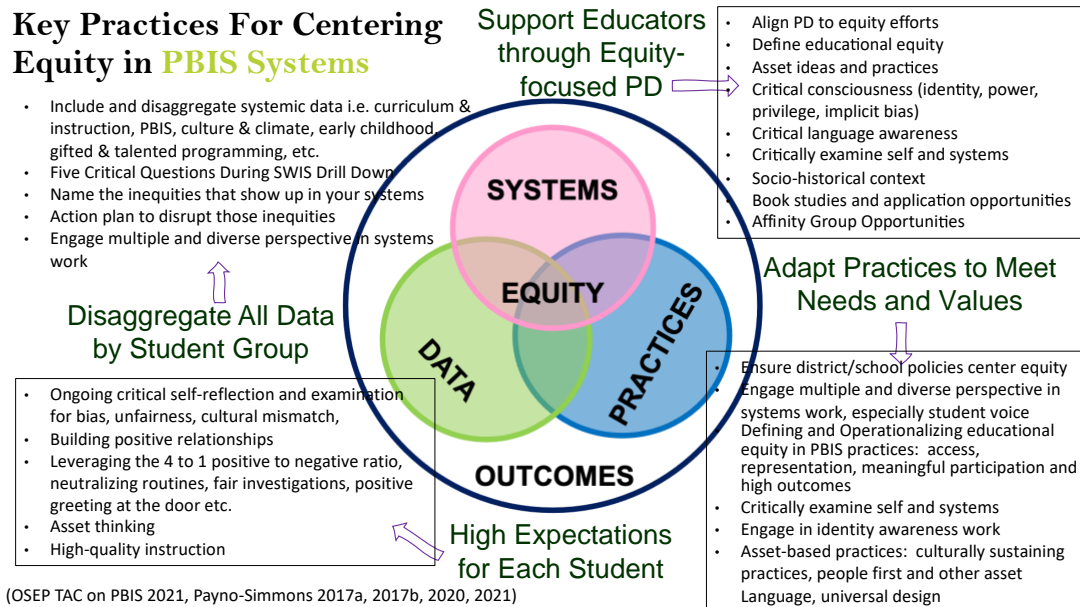


# Cultivating An Environment Where All Can Thrive

November 2022

1. There are multiple entry points into centering equity in PBIS Systems. Wherever you are in your PBIS implementation process, you can begin intentionally working to ensure that equity is at the center of your *data*, *systems*, *practices*, and *outcomes*. The graphic below provides various recommendations in the purple boxes for getting started or continuing with your district or building's equity journey.



2. Understanding the conditions in which our students are learning, and our teachers are teaching is an essential entry point into this work and can occur at any point during PBIS implementation. However, the sooner we understand the importance of looking at the conditions in which students are learning and teachers are teaching across all identity groups, the more we can address our thinking and how we approach the work. Are we approaching the work from asset or deficit thinking? What data are we leveraging to understand how our students, parents/caregivers, and staff are experiencing the systems we create and maintain? Are we consistently asking who is benefitting from the way things

are and who is not? What is it about our people, policies, and practices contributing to the outcomes we see? The resources listed at the end of this document can support ways to begin understanding our educational environments regarding centering equity in our systems.

3. One of the most critical steps when entering equity work is collectively and individually engaging in equity-focused learning. The second part of intentionally centering equity in your PBIS work is working with your teams and staff to define and operationalize educational equity within PBIS. This process will support grounding all work, get everyone on the same page, and prevent people from seeing equity as separate work from PBIS implementation. Below is an example of how one staff engaged in this process.

## Equity Pilot 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. Reviewed & discussed the Equity & PBIS Crosswalk Rubric
  3. Identified where equitable practices were visible
  4. Identified areas to address
  5. Identified action items for centering equity in PBIS practices
4. Below are resources supportive of your PBIS/equity journey. These resources will support your learning and implementation process. Descriptions for each resource are provided so that you can consider your context and where your district or building is on your PBIS and equity journey. You can leverage the multiple entry points listed on the *Practices for Centering Equity in Your PBIS Systems* graphic on page one of this handout to determine which resources might best support your team's next steps.

## Resources (National Technical Assistance Center on PBIS)

[A 5-Point Intervention Approach for Enhancing Equity](#)





(<https://www.pbis.org/resource/a-5-point-intervention-approach-for-enhancing-equity-in-school-discipline>)

The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

### [PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#)

(<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>)

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach.

### [Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams](#)

([https://assets-global.website-files.com/5d3725188825e071f1670246/5d719a961dc2d425535626dd\\_pbis\\_disproportionality\\_policy\\_guidebook\\_2016-7-24.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5d719a961dc2d425535626dd_pbis_disproportionality_policy_guidebook_2016-7-24.pdf))

The guides are based on a 5-point multicomponent intervention described. This guide addresses equity policies.

### [Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams](#)

([www.pbis.org/resource/using-discipline-data-within-swpbis-to-identify-and-address-disproportionality-a-guide-for-school-teams](http://www.pbis.org/resource/using-discipline-data-within-swpbis-to-identify-and-address-disproportionality-a-guide-for-school-teams))

PDF: The guides are based on a 5-point multicomponent intervention described. This guide addresses use of data.

### [Discussing Race, Racism, and Important Current Events with Students: A Guide with Lesson Plans and Resources](#)

(<https://www.pbis.org/resource/discussing-race-racism-and-important-current-events-with-students-a-guide-with-lesson-plans-and-resources>)

This guide is intended to increase the frequency and quality of conversations about race, racism, and current events regarding race in K-12 classrooms to support students and provide voice and self-reflection. It includes recommendations and tips for creating statements of support, preparing for and facilitating constructive classroom discussions, addressing harmful statements, and designing lesson plans and units for ongoing learning.





## Resources (Great Lakes Equity Center)

### [The Fundamentals of Educational Equity](https://greatlakesequity.org/resource/fundamentals-educational-equity)

(<https://greatlakesequity.org/resource/fundamentals-educational-equity>)

This Equity Digest provides a place to begin for education stakeholders as we review the fundamentals of educational equity and why it is so important in ensuring the success of all students. In addition, we explore the history of this regional Equity Assistance Center (EAC) and provide a few of our resources to assist you in beginning your equity journey.

### [Foundations of Equity-Centered MTSS](https://greatlakesequity.org/resource/foundations-equity-centered-mtss)

(<https://greatlakesequity.org/resource/foundations-equity-centered-mtss>)

This Equity by Design brief will summarize the key features and considerations for planning, implementing, and evaluating multitier systems of support (MTSS) to advance educational equity.

### [Reframing the Achievement Gap Ensuring All Students Benefit from Equitable Access to Learning](https://greatlakesequity.org/resource/reframing-achievement-gap-ensuring-all-students-benefit-equitable-access-learning)

(<https://greatlakesequity.org/resource/reframing-achievement-gap-ensuring-all-students-benefit-equitable-access-learning>)

In this issue of Equity Dispatch, we rethink how the “achievement gap” is conceptualized. We can begin moving away from describing the achievement gap as a persistent disparity of educational measures between groups of students defined by race, ethnicity, socioeconomic status (SES), and gender (Hidden Curriculum, 2014), to understand it as the outcome of historical and intergenerational marginalization of students of Color and students living in disinvested communities.

### [Developing Critical Consciousness through Professional Learning](https://greatlakesequity.org/resource/developing-critical-consciousness-through-professional-learning-0) (podcast)

(<https://greatlakesequity.org/resource/developing-critical-consciousness-through-professional-learning-0>)

Dr. Sharon Radd talks about the importance of critical consciousness for transformative professional learning.

### [Developing Critical Consciousness through Professional Learning](https://greatlakesequity.org/resource/developing-critical-consciousness-through-professional-learning) (article)

(<https://greatlakesequity.org/resource/developing-critical-consciousness-through-professional-learning>)

Critical consciousness, defined as an active state of seeking to identify the beliefs and language that obscure systemic inequities, is a central component of transformative professional learning. Practitioners can use the two tools described in the brief -



reflection journals or blogs and critical communities of practice - to create psychologically safe spaces to examine assumptions and alter practices.

### [An Intersectional Approach to Building Inclusive Schools](https://greatlakesequity.org/resource/intersectional-approach-building-inclusive-schools)

(<https://greatlakesequity.org/resource/intersectional-approach-building-inclusive-schools>)

In this Equity by Design Research Brief, Dr. Federico Waitoller critiques the traditional model of inclusion for students with disabilities in the U.S., providing a blueprint for inclusive education that dismantles intersecting forms of inequity that are part of the DNA of what we consider the general education classroom. Informed by this blueprint for inclusive education, Dr. Waitoller provides an inventory of promising inclusive practices.

### [On Educating Culturally Sustaining Teachers](https://greatlakesequity.org/resource/educating-culturally-sustaining-teachers)

(<https://greatlakesequity.org/resource/educating-culturally-sustaining-teachers>)

This Equity by Design Research Brief examines culturally sustaining pedagogies and teacher learning. It also further examines the curricularization of racism, asset pedagogies, and assimilationist teaching in order to curricularize equity.

### [Culturally Responsive and Sustaining Learning Environments](https://greatlakesequity.org/resource/culturally-responsive-and-sustaining-learning-environments)

(<https://greatlakesequity.org/resource/culturally-responsive-and-sustaining-learning-environments>)

This edition of the Equity Dispatch explores how classroom practices are often rooted in and privilege dominant cultural practices and ways of knowing. Students who have identities, cultural practices, and beliefs that depart from the dominant culture are often viewed as deficient and do not enjoy the benefits of our education system. This, in turn, ignores the myriad of assets and skills that each student has to contribute to a culturally relevant and sustaining learning environment and is grounded in meritocracy, individualism, and deficit thinking.

### [EquiLearn Virtual Roundtable: Creating Anti-Oppressive Spaces: Our Roles as Institutional Actors](https://greatlakesequity.org/resource/equilearn-virtual-roundtable-creating-anti-oppressive-spaces-our-roles-as-institutional-actors)

(<https://greatlakesequity.org/resource/equilearn-virtual-roundtable-creating-anti-oppressive-spaces-our-roles-institutional-actors>)

This Virtual Roundtable discusses the role of institutional actors/representatives in disrupting oppressive forces that are pervasive in society and within institutions, particularly schools. During this session, he brings participants to a heightened level of awareness around institutional oppression, and discusses the socialization process and how a lack of awareness/critical consciousness can lead to perpetuating all forms of oppression, specifically racism.

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### [Caring & Affirming Educational Environments](https://greatlakesequity.org/resource/caring-affirming-educational-environments)

(<https://greatlakesequity.org/resource/caring-affirming-educational-environments>)

In this Equity Digest, we explore the components of caring and affirming educational communities for historically marginalized students and families, as well as considerations for creating the type of educational community in which all students thrive. As you will discover, a caring and affirming educational community empowers students and families and creates a safe and inclusive environment where all students thrive.

### [Creating Safe and Inclusive Schools: a Framework for Self-Assessment](https://greatlakesequity.org/resource/creating-safe-and-inclusive-schools-framework-self-assessment)

(<https://greatlakesequity.org/resource/creating-safe-and-inclusive-schools-framework-self-assessment>)

This tool provides a framework with four domains for assessing the extent to which classroom and non-classroom spaces reflect a positive school climate and a self-assessment tool to help school and district teams prioritize domains in planning efforts.

### [Systemic Approaches to Eliminating Disproportionality in Special Education](https://greatlakesequity.org/sites/default/files/20160109450_brief.pdf)

([https://greatlakesequity.org/sites/default/files/20160109450\\_brief.pdf](https://greatlakesequity.org/sites/default/files/20160109450_brief.pdf))

Perhaps no other educational inequity today illustrates the complex relationship between discrimination and systemic oppression at the intersection of race, language, and ability more than the phenomenon of special education disproportionality. This brief defines and addresses the historical and contemporary contexts that have resulted in disproportionality. The authors also offer strategies in three domains of systemic change intended to address and redress disproportionality.

## **Resources (U.S. Department of Education, Office for Civil Rights)**

### [Suspensions and Expulsions in Public Schools](https://www2.ed.gov/about/offices/list/ocr/docs/suspensions-and-expulsion-part-2.pdf)

(<https://www2.ed.gov/about/offices/list/ocr/docs/suspensions-and-expulsion-part-2.pdf>)

### [Suspensions and Expulsions of Students with Disabilities in Public Schools](https://www2.ed.gov/about/offices/list/ocr/docs/discipline-of-students-with-disabilities-part-3.pdf)

(<https://www2.ed.gov/about/offices/list/ocr/docs/discipline-of-students-with-disabilities-part-3.pdf>)

### [1 Million Days Lost: Race, Discipline, And Safety At U.S. Public Schools](https://www.aclu.org/sites/default/files/field_document/final_11-million-days_ucla_aclu.pdf)

([https://www.aclu.org/sites/default/files/field\\_document/final\\_11-million-days\\_ucla\\_aclu.pdf](https://www.aclu.org/sites/default/files/field_document/final_11-million-days_ucla_aclu.pdf))





## Resources (PBISApps)

### [5 Questions Every Team Should Ask About Racial Disproportionality](https://www.pbisapps.org/community/Pages/5-Questions-Every-Team-Should-Ask-About-Racial-Disproportionality.aspx)

(<https://www.pbisapps.org/community/Pages/5-Questions-Every-Team-Should-Ask-About-Racial-Disproportionality.aspx>)

