

# October Care Package

## Culturally Responsive Positive Behavior Interventions & Supports



Washington Office of Superintendent of  
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### Bite (5-10 minutes)

#### PBIS Interview with Rhonda Nese

- [Watch this video with Rhonda Nese from the Center on PBIS](#) to increase understanding on how schools can begin moving away from overuse of out-of-school suspensions.

#### Ask Yourself

- How are current disciplinary practices working for us? Are they achieving the goals we want?
- In what ways can we bring restorative justice practices into the system?

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### Snack (30 minutes)

#### Three Levels of Text

Using the [Three Levels of Text](#) protocol from School Reform Initiative (SRI), explore one of the below articles with your team.

1. [Why We Need a Restorative Approach After COVID-19 School Closures](#)  
"As we transition into a new state of normalcy, school leaders should consider how a restorative approach to behavioral management can benefit students, teachers, and communities."
2. [Why, Really, Are So Many Black Kids Suspended?](#)  
"School discipline reforms that reduce office disciplinary referrals for Black students, including programs encompassing culturally responsive practices and enhanced classroom-management strategies, have the potential to reduce racial inequality in suspensions. For example, infusing Restorative Practice and PBIS with culturally responsive teaching practices shows promise in reducing suspensions for Black students."
3. ["Who You Be?": Welcoming in the Language of Critical Love](#)  
"In this resurgence of interest in culturally responsive, anti-racist, and liberatory language and literacy practices for all students, we must draw from the pedagogical tradition of Black educators."



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4. [Supportive Environments Create Classroom Community](#)  
“Creating a supportive environment requires addressing policies, procedures, and a school’s physical space. Here are some tips to make your school's environment more welcoming and culturally relevant to students.”
  5. [5 Questions Every Team Should Ask About Racial Disproportionality](#)  
“Addressing disproportionality is a complex process...however, the complexity of this work should not deter us from having courageous conversations about our systems.”
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## Meal (an hour or more)

### Watch & Discuss the September Graduation Equity Webinar

Culturally Responsive PBIS | October 13<sup>th</sup>, 2021: 10:00-11:30AM

We’ve all heard about culturally responsive teaching but what does it look like? How do you create supports for the adults in schools who will give it life? We are hosting Dr. Ruthie Payno-Simmons to share with us the essentials of culturally responsive discipline, including a primer on restorative practices and how they get integrated into classroom practices. We’ll also have with us Jonathan Love and his team from Clover Park Public Schools to talk about how Clover Park has a multi-faceted approach to student discipline and their vision for the future. See you there!

[Register for the Monthly Series](#)

### Discussion Questions for Your Team

- What does your school/district define as a problem behavior? How are these behaviors monitored? What kind of preventions/interventions are in place?
- When you know a student is struggling, how does your system identify the need and respond?
- What are your thresholds for supports? What opportunities do you see to grow overall support for all students? How do you know the supports you have are working?

### Explore Topic Summaries from the CSS

[Visit the COVID Student Survey website](#) and access topic summaries documents by scrolling down the page. More will be uploaded soon. What student groups are experiencing disparities? What trends in the data are you noticing, especially as it relates to school climate?

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## Buffet (Long-format content)

### PBIS Cultural Responsiveness Field Guide

[“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.”](#)

### Culturally Responsive Education in the Classroom

Read/study [CRE in the Classroom](#), by Adeyemi Stembidge. “This exciting book helps educators translate the concept of equity into the context of pedagogy in the K-12 classroom. Providing a practice-oriented framework for understanding what equity entails for both teachers and learners, this book clarifies the theoretical context for equity and shares rich teaching strategies across a range of content areas and age groups.”

