

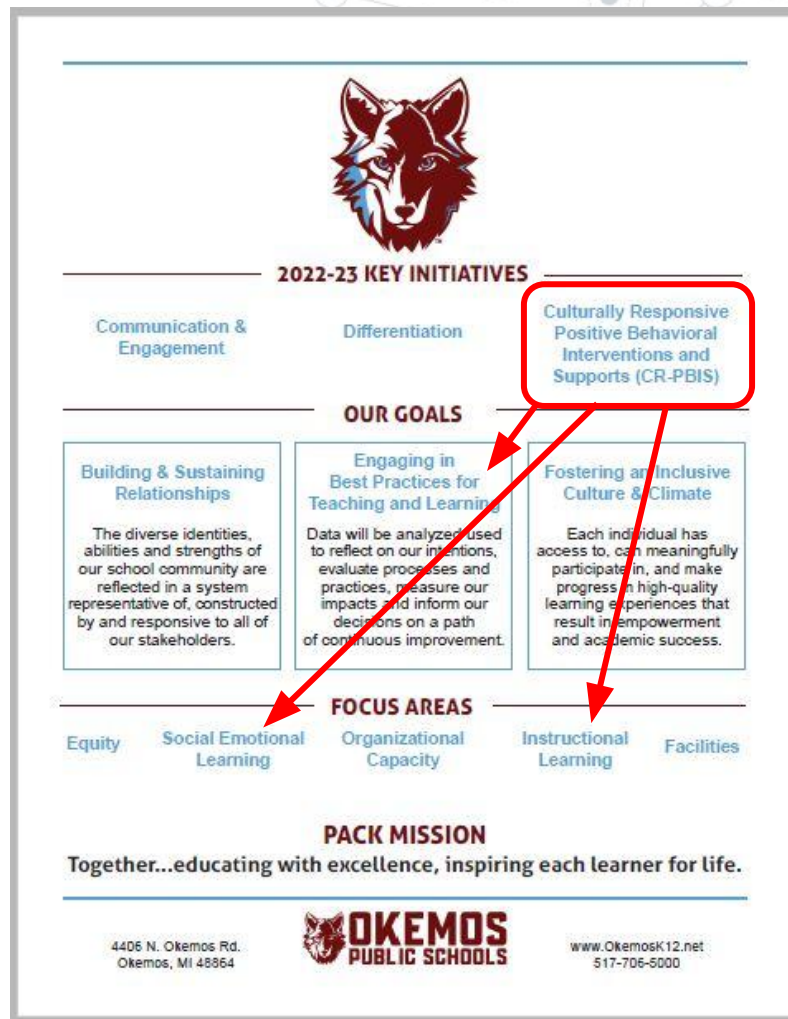
**DRAFT**



# Culturally Responsive Positive Behavior Interventions & Supports (CRPBIS)

Okemos Public Schools  
December 12, 2022

# Connecting to the OPS Strategic Plan...





# Okemos Public Schools Equity Plan

## PURPOSE

Provide direction for creating learning environments that are safe, healthy, and effective for everyone.

## GUIDING PRINCIPLES

### DIVERSITY

Our students, families, staff, and community members bring with them diverse and unique identities, abilities, and strengths.

### EQUITY

Each student has access to, can meaningfully participate in, and make progress in learning experiences that result in empowerment and academic success.

### INCLUSIVITY

Everyone has the right to feel safe, happy, affirmed, and encouraged.

### COLLABORATION

Our system must be representative of, constructed by, and responsive to all members of our community.

### REFLECTION

Making continuous progress requires us to reflect on our intentions, evaluate our processes and practices, and measure our impacts.

### DATA-DRIVEN DECISION-MAKING

Data from diverse sources will be routinely collected and analyzed. We will use new information to guide our decision-making and inform ways in which we adapt to the needs of our community.

## AREAS OF FOCUS

### AUTHENTIC SELVES & RELATIONSHIPS

Goal 1: OPS is an inclusive district in which students, staff, families, and community members accept and respect the diverse identities of one another.

Goal 2: Our relationships are built upon actions that promote and sustain mutual trust and respect.

Goal 3: We utilize effective, consistent, culturally and linguistically responsive, and honest communication strategies to build community and establish collaboration.

### CULTURALLY RESPONSIVE - SUSTAINING EDUCATION

Goal 4: We have developed a district culture in which students, staff, families, and community members are prepared for an increasingly diverse society & world.

### POLICIES/PRACTICES/PROCEDURES

Goal 7: OPS has a clear public statement of its values and commitment to diversity, equity, and inclusion.

Goal 8: OPS policies, practices, and procedures are representative of, constructed by, and responsive to students, staff, families, and community members.

### INSTRUCTION/CURRICULUM/ ASSESSMENT

Goal 5: Our district's instructional practices, curriculum, and assessment methods are responsive to and inclusive of diverse perspectives, abilities, and cultures.

Goal 6: Our students' academic assessment data show that the opportunity gaps between student groups have decreased.



# ... and the OPS Equity Plan

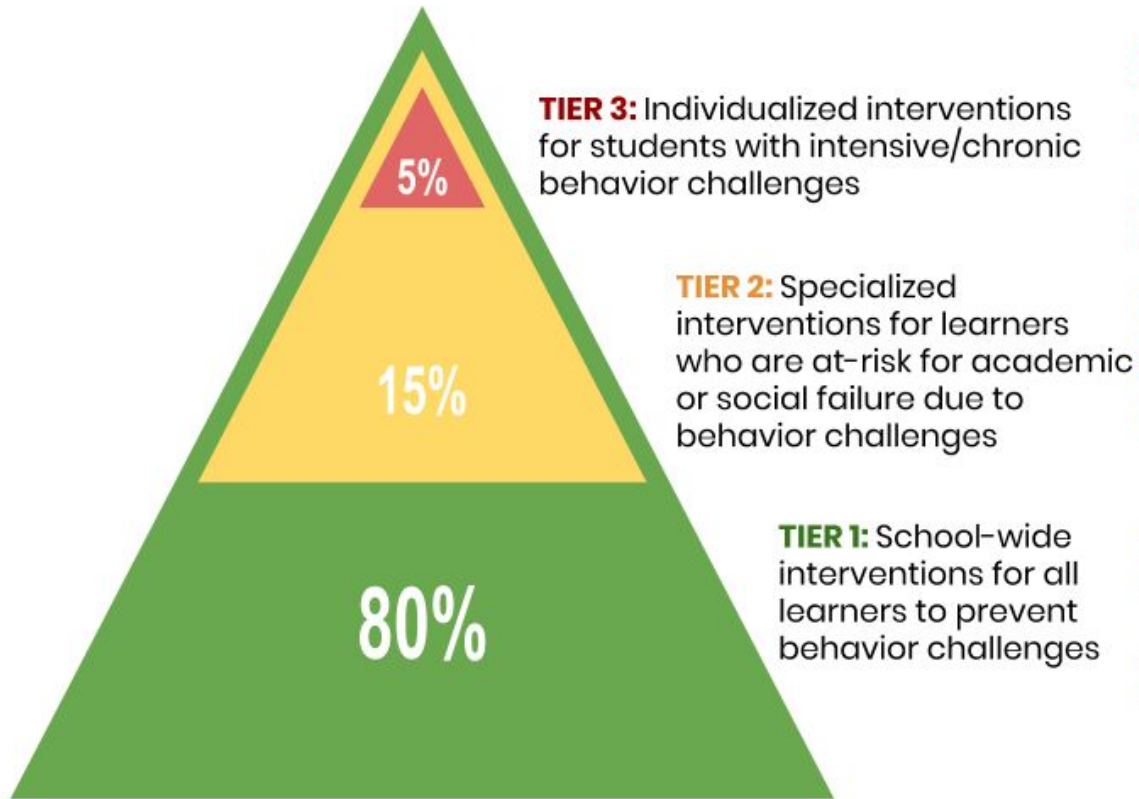
**We should NOT ask...**

**“What about the student is causing the problem?”**

**RATHER, we should ask...**

**“What about the interaction of the curriculum,  
instruction, learners, and the learning environment  
should be altered so that  
the students will learn?”**



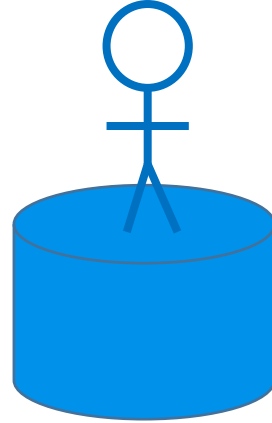
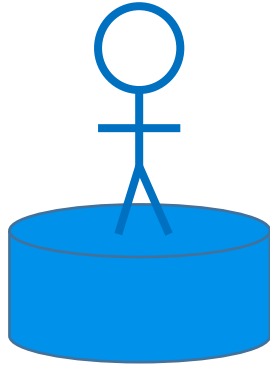
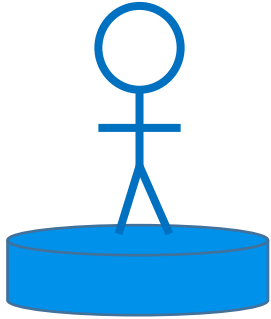


- Individual Therapy
- Functional Behavior Assessments (FBA)
- Behavior Intervention Plan (BIP)
- Wraparound Support
- Crisis Response

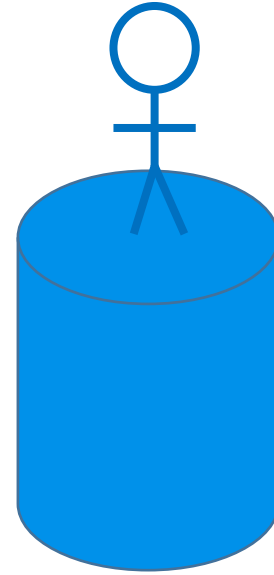
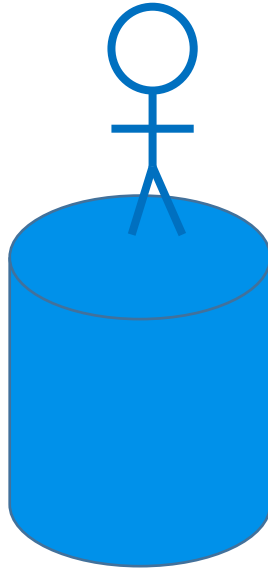
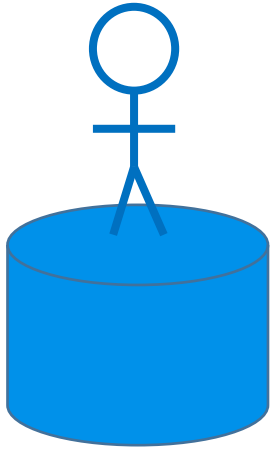
- Check-in Check-out
- Social Skills Groups
- Small Group Counseling
- Restorative Justice Circles & Conflict Resolution

- Behavior Expectations
- Acknowledgement System
- Social Skills Instruction
- Active Supervision & Engagement

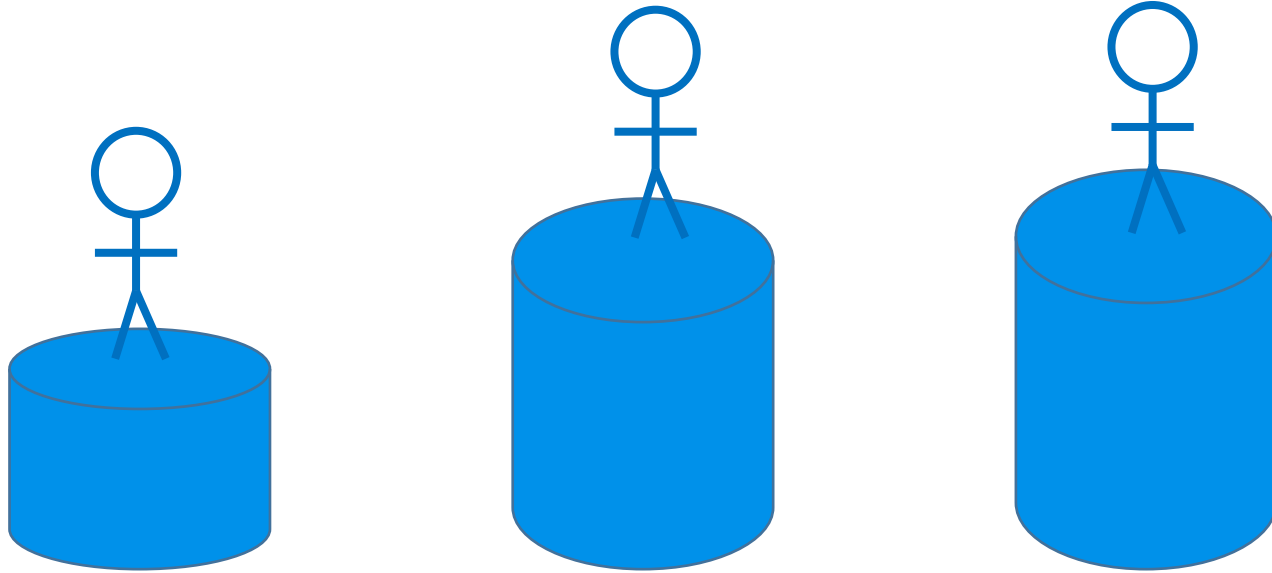
Standard PBIS implementation provides a positive impact for all students...



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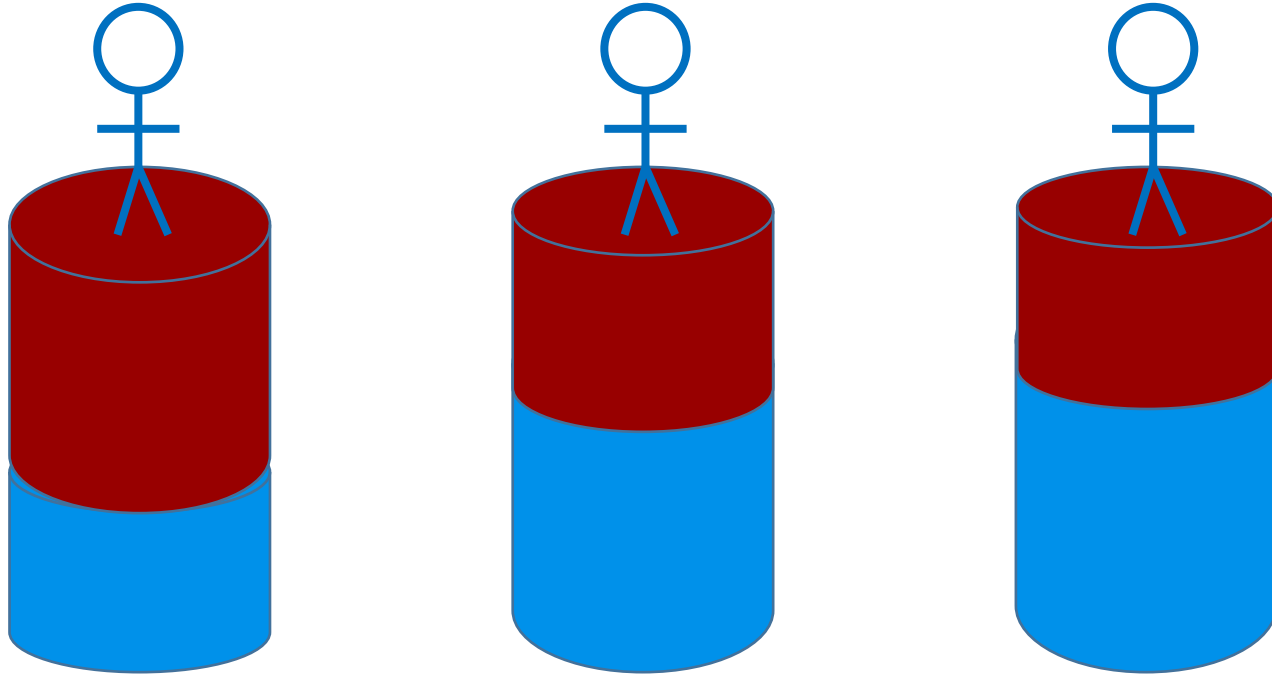
Standard PBIS implementation provides  
a positive impact for all students...



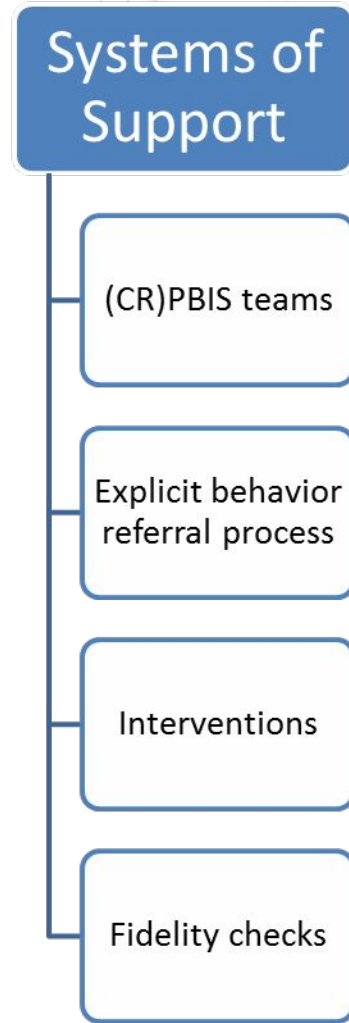
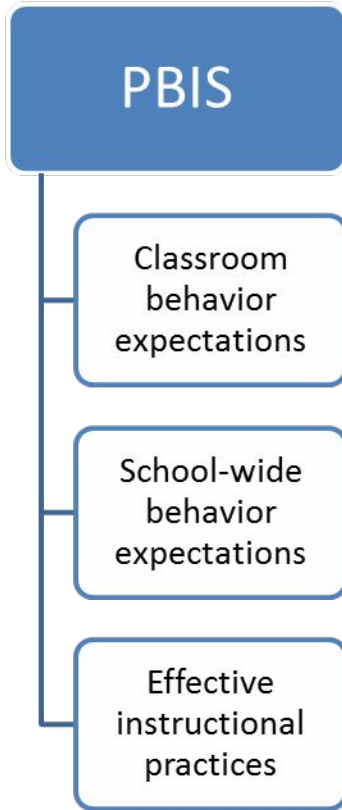
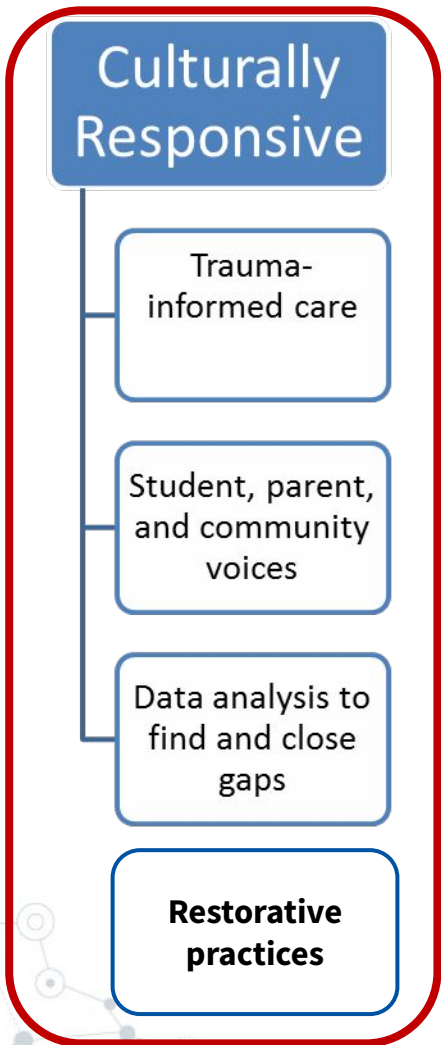
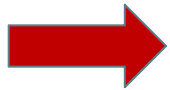
... just not to the same degree.



# Culturally-Responsive PBIS Implementation...



... benefits *every* student.








## Role of SSAs in CRPBIS

District-Level	School-Level
<ul style="list-style-type: none"><li>● Member of district planning team</li><li>● Facilitate development of systems across elementary buildings</li><li>● Collaborate to develop shared materials</li><li>● Design and facilitate staff learning opportunities</li></ul>	<ul style="list-style-type: none"><li>● Lead CRPBIS team at school</li><li>● Develop and distribute school-specific CRPBIS materials</li><li>● Support for staff and students</li><li>● Teach CRPBIS lessons</li><li>● Family communication/relationship-building</li></ul>

# PAST: Building a Foundation for Our System in 2021-22

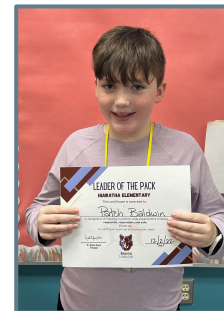
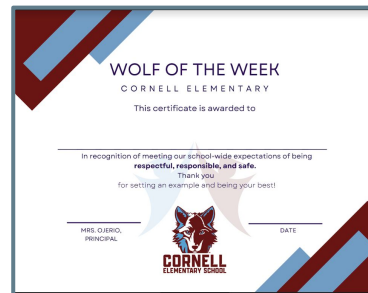


- Established K-4 team (Cornell, BW, OPM, Hiawatha)
- Partnered with Josh Cooper, Ingham ISD consultant
- Administered the Behavior Tiered Fidelity Inventory at each school
- Developed district and school action plans based on TFI data

Bennett Woods Wolves Behavior Expectations					
	Hallways	Cafeteria	Playground/ Outdoor Recess	Bathrooms	Arrival/Dismissal
<b>Be Kind</b>	 <ul style="list-style-type: none"> <li>● Greet others kindly</li> <li>● Shut your locker gently</li> <li>● Be courteous of others</li> </ul>	 <ul style="list-style-type: none"> <li>● Wait patiently</li> <li>● Use good manners- say please and thank you!</li> <li>● Respect different family food choices</li> </ul>	 <ul style="list-style-type: none"> <li>● Take turns and share equipment</li> <li>● Play Fair/Follow rules</li> <li>● Include everyone and be someone who others want to include</li> <li>● Use kind words and actions. Be a friend.</li> <li>● Use Stop, Walk, Talk/Bug and a win problem-solving strategies.</li> </ul>	 <ul style="list-style-type: none"> <li>● Keep bathrooms clean</li> <li>● Use others privacy</li> <li>● Keep stalls unlocked when not in use</li> <li>● Wash your turn</li> </ul>	 <ul style="list-style-type: none"> <li>● Greet others kindly</li> <li>● Wait patiently</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>● Voice Level 0-1</li> <li>● Go directly to your destination</li> <li>● Set good example for others</li> <li>● Keep hallways and locker areas clean (images of what the lockers should look like)</li> <li>● Appreciate the artwork with your eyes, not your hands.</li> <li>● Stay on task if you are working in the hallway</li> </ul>	<ul style="list-style-type: none"> <li>● Voice Level 0-2</li> <li>● Keep your area clean</li> <li>● Get all utensils, milk, etc. when first going through line</li> <li>● Stay with the lunch choice line you picked that morning</li> <li>● Listen and follow directions the first time</li> </ul>	<ul style="list-style-type: none"> <li>● Stay within grade-level boundaries</li> <li>● Keep playground free of trash</li> <li>● Bring in all equipment at the end of recess</li> <li>● Use equipment properly and in the proper place</li> <li>● All games end when the whistle blows</li> <li>● Line up quietly when signaled</li> </ul>	<ul style="list-style-type: none"> <li>● Voice Level 0-1</li> <li>● Do Flush, Wash, Leave (promptly)</li> <li>● Solve problems if you can. Get an adult if you need help.</li> </ul>	<ul style="list-style-type: none"> <li>● Voice Level 0-2</li> <li>● Take care of your belongings</li> <li>● Follow daily arrival and dismissal routines</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>● Walk on the right</li> <li>● Follow the person in front of you</li> <li>● Keep bodies and belongings to self</li> <li>● Let an adult know if someone is at the pod door.</li> </ul>	<ul style="list-style-type: none"> <li>● Eat your own food</li> <li>● Keep your hands to yourself</li> <li>● Sit on your bottom, facing your table</li> <li>● Walk</li> <li>● Get permission to leave your table.</li> </ul>	<ul style="list-style-type: none"> <li>● Keep bodies and belongings to self in line</li> <li>● What is on the ground, stays on the ground</li> <li>● Stay away from puddles, mud, and ice</li> <li>● Be aware of surroundings and report anything unsafe</li> </ul>	<ul style="list-style-type: none"> <li>● Wash hands with soap and water</li> <li>● Soap and water stay in the sink</li> <li>● Keep hands and eyes to yourself</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to safeties</li> <li>● Follow directions from all staff</li> <li>● Observe personal space</li> <li>● Walk</li> <li>● Keep bodies and belongings to self</li> </ul>

# PRESENT: Our current reality & initiatives

District-Level	School-Level
<ul style="list-style-type: none"><li>● Development and implementation of behavior continuum, expectations matrices, and flow chart</li><li>● Professional learning session for support staff (para-educators, lunch staff, building subs)</li></ul>	<ul style="list-style-type: none"><li>● Lessons on behavior expectations</li><li>● Acknowledgement systems</li><li>● Individual and small group support for students</li><li>● Leading CRPBIS teams</li><li>● Consultation &amp; coaching for staff</li></ul>



## Levels of Data

### LEVEL 1 Satellite Data

- Large grain size.
- Illuminate patterns of achievement, equity, and teacher quality and retention.
- Point us in a general direction for further investigation.

- Suspension rates
- Attendance rates

### LEVEL 2 Map Data

- Medium grain size.
- Help us to identify reading, math, and other student skill gaps (e.g. decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.
- Point us in a slightly more focused direction.

- SWIS
- Tiered Fidelity Inventory
- mySAEBRS
- Classroom assessments

### LEVEL 3 Street Data

- Fine-grain and ubiquitous
- Help us to understand student, staff, and parent experience as well as specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.

- CRPBIS lesson plans
- Restorative circles
- Observations
- One-on-one interviews
- Equity participation trackers

# Measuring Our Impact

# FUTURE: This Year & Beyond

## K-4

*Continue to find ways to connect students with the supports they need by:*

- Using the TFI Cultural Responsiveness Companion to inform action planning
- Surveying community members (students, staff, families)
- Evaluating our system on a yearly basis

## District

*Build a district-wide CRPBIS system by:*

- Administering TFI at Kinawa, Chippewa, OHS, Edgewood
- Creating CRPBIS action plans at each school
- Developing a common language PreK-12

## Summary

- ◎ Adding “CR” to our PBIS system means:
  - We look for ways to meet the unique needs of individual students
  - We focus on fixing the system, not students



# Thank you!



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## Credits

Special thanks to all the people who made and released these awesome resources for free:

- ◎ Presentation template by [SlidesCarnival](#)
- ◎ Photographs by [Unsplash](#)