Learning Intentions

1. Participants will recognize and understand how privilege and implicit bias effect equitable learning environments and discipline decisions.

2. Participants will increase their knowledge related to identifying vulnerable decision points, implementing neutralizing routines, and assessing their school and classroom environments for equitable practices.

3. Participants will learn to evaluate their own privilege, implicit bias, and professional practices for equitability.
Group Norms

- Remain actively engaged in the activities and discussion
- Expect to experience discomfort
- Speak your truth
- Expect and accept a lack of closure
- Expect and accept feedback
- Equity of voice
- Avoid absolutes
Loudoun County Public Schools

Stats

- 3rd largest school division in Virginia
- 83,762+ students
- 94 schools
  - 15 High Schools
  - 17 Middle Schools
  - 59 Elementary Schools
  - 2 Instructional Centers
- Add 1-3 schools every year (about 2,500 new students)
- Fun fact: Loudoun County Economic Development estimates that 70 percent of the world’s internet traffic passes through Loudoun County.
Student Ethnicity

- Asian: 47%
- African-American: 22%
- Hispanic: 18%
- MultiRacial: 6%
- White: 7%

Licensed Employees’ Ethnicity

- Asian: 22
- African-American: 7
- Hispanic: 18
- MultiRacial: 6
- White: 47

- Students
- Licensed Employees
Loudoun County Public Schools

Multi-Tiered System of Supports
Office created: PBIS, RTI, Mental Health
Superintendent mandates ALL schools to implement PBIS

Timeline

- 2019: Equity Ad Hoc Committee; Equity Director; Equity & Cultural Competence Specialist; Equity in the Center for all licensed staff; SEL curriculum
- 2017: Multi-Tiered System of Supports Office created: PBIS, RTI, Mental Health
- 2012: Superintendent mandates ALL schools to implement PBIS
- 2012: Discipline Task Force created by School Board-data analysis revealed disparate outcomes for minority students and students with disabilities
- 2007: PBIS first implemented, on a voluntary basis, in 5 schools
LCPS Division Equity Assessment

- External Consulting Firm: **The Equity Collaborative**
  - Qualitative study: Spring 2019
  - Conducted interviews and focus groups with students, families, community members and staff across 24 schools of the school division

- **Equity Assessment Results**
Session 1
The WHY of Equity
Why is it imperative that we do this Equity work?

Session 2
The ME of Equity
How do our individual experiences determine the lens through which we see Equity?

Session 3
The Culture of Equity
How have we created a safe and inclusive space (Division, School and Classroom) for ALL of students to thrive?

OUR JOURNEY - EQUITY IN THE CENTER

Webinars
Equitable and Inclusive Curriculum
School Board Ad Hoc Committee
Sustaining the work
Equity teams
Community Connections and Resources
Conferences
Equitable and Inclusive Curriculum
Conferences
School Board Ad Hoc Committee
Sustaining the work
Equity teams
Community Connections and Resources

Why is it imperative that we do this Equity work?

How do our individual experiences determine the lens through which we see Equity?
National Suspension Data

- **Black children** represent 18% of preschool enrollment but 48% receive more than one **out-of-school suspension**, while white students represent 43% of preschool enrollment and only 26% of out-of-school suspensions.

- **Black students** are suspended and expelled **three times more** than white students.

- **Students with disabilities** are **more than twice as likely** to receive an out-of-school suspension at 13% versus students without disabilities at 6%.

- Black students represent 16% of student enrollment but account for 27% referred to law enforcement and **31%** subjected to a school-related arrest

(March 2014, U.S. Department of Education Office for Civil Rights)
Do Early Educators’ Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?
“Now you are ready to view a series of video clips lasting 6 minutes. We are interested in learning about how teachers detect challenging behavior in the classroom. Sometimes this involves seeing behavior before it becomes problematic. The video segments you are about to view are of preschoolers engaging in various activities. Some clips may or may not contain challenging behaviors. Your job is to press the enter key on the external keypad every time you see a behavior that could become a potential challenge [experimenter demonstrates]. Please press the keypad as often as needed.”
Preschool Eye-tracking Study (Walter Gilliam): Which students are teachers watching?

Impact

The **Visible Learning** Research

- **Effect Sizes:**
  - Suspension = -.20 (Likely to have a negative impact on achievement)
  - Not Being Liked in Class = -.19
  - Teacher Estimate of Achievement = 1.29 (Potential to considerably accelerate student achievement)
  - Student self-efficacy = .92
  - Feedback = .70
Understanding Privilege

• Privilege is: Unearned advantages that are highly valued but restricted to certain groups

• As a result, privilege oppresses certain groups

• Privilege becomes problematic when we allow it to:
  ○ Skew our personal interactions and judgments
  ○ Contribute to, or blind us to, systemic barriers for those who do not possess a certain privilege, which creates and perpetuates inequity

What about Intersectionality?
• “I don’t find discussions about white privilege difficult at all. I love having these types of conversations. Black people do not want us to feel bad about being White. They aren’t angry at us for being White. They don’t even want us to feel guilty about our Whiteness. We are allowed to be proud of our heritage as well- no one is saying that we can’t be.”

• “BUT what IS needed is the acknowledgement that privilege exists. Yes, I have worked very, very hard in my life but I also had a big leg up. A Black person saying that I have privilege DOES NOT take away from my hard work- that's not what they’re saying. What they are saying is, “Are you aware? Have you ever considered that the playing field was not even? Do you acknowledge the advantages that you have been graced with?””
Reflections From An Art Educator

• “It’s OK to be successful. It’s not wrong to use the opportunities that you have been given. If an opportunity is extended you SHOULD use it! That's the point! Those opportunities need to be extended to EVERYONE regardless of their skin color or gender.”

• “Shouldn’t the goal be for everyone to be as successful as they can be? Success comes with opportunity. If we allow an outpouring of opportunities you will see a society of people who thrive.”
Implicit Bias

● Unconscious, automatic
● Based on stereotypes, experiences
● We all have it—even those affected by it
● Generally not an indication of our beliefs and values (Cognitive Dissonance)

● More likely to influence:
  ○ Snap decisions
  ○ Decisions that are ambiguous
Self-Awareness

- We can self-correct

- Project Implicit-Harvard:
  - Implicit Association Tests
Awareness Of Assumptions

- Instructors may assume that certain students know to seek help when they are struggling, although students at higher risk for struggling academically are often less likely to seek help and support.

- Students who are affiliated with a particular identity group may be treated as experts on issues related to that group.

- Instructors might treat students with physical disabilities as if they may also have mental disabilities, and thus require more attention.
Assumptions Activity

Our assumptions influence what we see. We should always keep an open mind and be aware of our assumptions, because everyone’s perspective is different based on their life experiences. As we begin this activity, listen to the perspectives of your colleagues as they share the reality of their experiences.
View-Pair-Share

Discussion Questions

1. What do you see in the image?
2. Do you think this image relates to race, privilege, and implicit bias? Why or why not?
3. Do you think this image shows an explicit or implicit bias towards, or against a particular group(s)?
4. If seen in public, would you have noticed the inequities in this image?
5. Could these images shape a person’s assumptions or implicit bias?
“Look like you give a damn. Re-civilize Yourself.”
Confirmation Bias

Let's begin the meeting, but be aware that I am documenting all of your bullying behavior.

Um...I'm not even close to being a bully, but now your confirmation bias will make everything I say sound like bullying to you.

Can you repeat the part after you implied that I'm a delusional witch?
Learning Threat

Microaggression
Attempt to be inclusive by singling out students based on race, disability, or income level.

Stereotype Threat
Fear that one's actions could confirm a negative stereotype held about his or her group.

Learning system misfires
Any mistake will confirm stereotype.
- Increased Fear
- Decreased mental energy
- Increased emotional reaction to mistakes
Self Reflection Questions

1. When watching TV or a movie, how likely are you to watch shows whose characters reflect your ethnicity, race, gender, ability level, religion, gender identity, and sexual orientation?

2. How do you respond when others make negative statements towards individuals of a different ethnicity, race, gender, ability level, religion, sexual orientation, or gender identity than yourself?
We are Aware of Privilege and Bias, Now What?

Strategies for increasing equitable learning and discipline practices
Don’t just tell a different version of the same story.
Change The Story!

EQUALITY  EQUITY  LIBERATION
5-point Intervention To Enhance Equity In School Discipline
(McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G., 2018)

1. Use engaging instruction to reduce the opportunity (Achievement) gap

2. Implement a behavior framework that is Preventive, Multi-tiered and Culturally Responsive

3. Collection, use, and reporting of disaggregated student discipline data

4. Develop policies with accountability for disciplinary equity

5. Teach strategies for Neutralizing Implicit Bias in Discipline Decisions
RVHS PBIS Behavior Management Flow Chart

**Have there been more than two (2) offenses for the same behavior?**

- **YES**: Treat as Office Managed Behavior
  - Confer with Student/Utilize Appropriate Classroom-Based Intervention
  - Re-Teach Appropriate Behavior
  - Positively Recognize/Reinforce Appropriate Behavior
  - Administer Appropriate Classroom-Based Consequence
  - Notify Parent
  - Document Actions Taken

- **NO**: Observe Inappropriate Behavior
  - Is the Behavior Office-Managed?
    - **NO**: Classroom-Managed Behaviors
      - Tardy to class #1-2-3 on semester
      - Skipping class #1 on the semester
      - Inappropriate Language
      - Minor Classroom Disruption
        - Talking/being out of seat at inappropriate times
        - Calling Out
        - Refusing to Work
        - Being loud, rude, and/or making unnecessary noises
      - Misuse of Electronic Device
      - Food or Drink in Classroom
      - Disrespect
      - Failing to Complete Assigned Work
      - Disturbing other students
      - Being inattentive and/or distracting in class
      - Refusing to follow instructions
      - Failure to have supplies and/or materials
      - General RVHS Classroom-Based Rules/Regulations per teacher expectations contract + RVHS Student Handbook
    - **YES**: Office-Managed Behaviors
      - Chronic minor infractions:
        - Tardy to class #4+ on the semester
        - Skipping class #2+ on the semester
      - Academic Dishonesty/Cheating
      - Skipping School/Truancy
      - Fighting/Assault/Threat
      - Possession of weapons, matches, or lighter
      - Drugs/Alcohol/Tobacco
      - Harassment/Intimidation
      - Vandalism
      - Extortion/Strong Arming/Bullying
      - Throwing objects that may cause bodily injury or damage to property
      - Obscene or inappropriate language, gestures, or physical contact
      - Ethnic or racial slurs, name-calling
      - Theft
      - Violation of Acceptable Use Policy
      - Forgery
      - Dress Code Violation

- **YES**: Write Office Discipline Referral and Submit to Administrator (Please use Staff (I) drive → RVHS Faculty Handbook SY 2017-2018 → Forms → Discipline → Student Misconduct Form)
  - Administrator will assign appropriate consequence
  - Administrator reteaches/reinforces appropriate behavior and/or assigns consequence
  - Administrator will contact Parent
  - Administrator informs teacher of actions taken
Reflective Considerations Prior to Disciplinary Action: Excerpt

1. How has unconscious bias been considered?
2. What does a review of the teachers’ classroom/behavior management style reveal? Is the student being referred by the same staff member frequently, etc.?
3. What interventions and/or core positive classroom management strategies has the teacher implemented?
4. What attempts, if any, did the student make to utilize previously taught/learned strategies?
5. In what ways have the academic and social-emotional needs of the student been considered?
6. How has the cultural or religious background of the student been considered and how might that have played a role in the incident?

(Loudoun County Public Schools, 2018)
Culturally Responsive PBIS and Equitable Classroom Practices

- TFI-Cultural Responsiveness Field Guide
- Equitable Classroom Practices Observation Checklist
- Equitable Classroom Practices defined and modeled (MCPS)
- Group Activities through Breaking Prejudice
- Vulnerable Decision Points and Neutralizing Routines
<table>
<thead>
<tr>
<th>Equitable Classroom Practice</th>
<th>Observed (1 point)</th>
<th>Not Observed (0 points)</th>
</tr>
</thead>
</table>
| 1. Welcomes students by name as they enter the classroom  
Asks students for correct pronunciation of their names; correctly pronounces students’ names |                     |                        |
| 2. Uses eye contact with all students  
Makes culturally appropriate eye contact with all students |                     |                        |
| 3. Uses proximity with all students equitably  
Circulates around student work areas to be close to all students |                     |                        |
| 4. Uses body language, gestures, and expressions to convey a message that all students’ questions and opinions are important  
Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest |                     |                        |
| 5. Arranges the classroom to accommodate discussion  
Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion |                     |                        |
| 6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students  
Displays and uses materials (supplemental books) that reflect all students’ racial, ethnic, and cultural backgrounds year round; Displays products and props from students’ home and community background |                     |                        |
11. Uses random response strategies

Research

- “Accomplished teachers of linguistically and culturally diverse learners use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways.”

- “...establish a caring, inclusive, safe, and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and collaboratively.”


- “The teacher’s positive attention toward students results in positive academic changes. Hispanic students’ grades improved more than 10% per year when students were given equal opportunity to respond and received individual help. Schoolwork turned in by students increased 15% as a result of having equitable opportunities to respond in class (Bartley, et al. 1999).”


<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses random response strategies, for example,</td>
<td>- Calls only on students who raise their hands</td>
</tr>
<tr>
<td>o Numbered heads</td>
<td>- Calls only on perceived high-achieving students</td>
</tr>
<tr>
<td>o Color-coded cards</td>
<td>- Uses round robin methods for student responses</td>
</tr>
<tr>
<td>o Equity sticks</td>
<td>- Teaches students as a consequence for inattention</td>
</tr>
<tr>
<td>o Calling sticks</td>
<td></td>
</tr>
<tr>
<td>o Calling cards</td>
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</tbody>
</table>

Equitable Classroom Practices Defined
Vulnerable Decision Points

A specific decision that is more vulnerable to the effects of IMPLICIT BIAS

○ Elements of the Situation
○ The person’s decision state (internal state)
Internal State

- Resource Depletion
- I’m Hangry!
  - Effects of hunger
- The Morning Morality Effect
- Beliefs
  - Children should never question authority!

- Past Experiences
  - Justin used to act the same way!
- Assumptions and Expectations
  - How hard is it to walk in a straight line?
- Personal Aspirations
  - If he wasn’t in my class, it would be a lot better.
- Feelings and Moods
Neutralizing Routines

When you see a problem behavior, STOP (Diffuse), and ask:

1. Is this a VDP for me?
2. What is the situation and what is my decision state?
3. Move to an alternative response

When Responding:

1. Keep it Brief
2. If-then statements
3. Clear steps
4. Interrupts chain of events and adds space/delay between student behavior and adult response
Alternative Responses

● Delay
  ○ “See me after this lesson”

● Pause
  ○ Think it through before sending to office

● Use least exclusionary choice (Discipline Flowchart)

● Speak with student
  ○ State your confidence in them
  ○ Ask about their needs privately
Alternative Responses

- Recognize upset feelings and let them go
  - "I care about you, but this behavior is not ok."

- Picture this student as making a positive difference in the world
- Assume positive intent
- Model cool-down strategy
- Shift thinking from “What’s wrong with you....” to “What happened?” "What do you need?"
Resources

- **PBIS.org Documents:**
  - A 5-Point Approach for Enhancing Equity in School Discipline: [https://goo.gl/uYaTPs](https://goo.gl/uYaTPs)
  - Using Discipline Data within SWPBIS to Identify and Address Disproportionality:
  - Recommendations for Addressing Discipline Disproportionality in Education: [https://goo.gl/W5SXk1](https://goo.gl/W5SXk1)

- **Public School Example: Montgomery County Public Schools-Equity Initiatives Unit** [https://www.montgomeryschoolsmd.org/departments/clusteradmin/equity/index.aspx](https://www.montgomeryschoolsmd.org/departments/clusteradmin/equity/index.aspx)

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Follow us on Twitter:

Charles Barrett: @_charlesbarrett
Lisa Fillipovich: @LisaFillipovich
LCPS MTSS Office: @LCPS_MTSS

LCPS MTSS Office Website: https://sites.google.com/lcps.org/mtss/home-mtss
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