



Spokane Public Schools



# Equity Resolution 2020-2024

Table of Contents

Spokane Public Schools

DRAFT

Spokane Public Schools

DRAFT

Spokane Public Schools

DRAFT

Spokane Public Schools  
DRAFT

Spokane Public Schools  
DRAFT

Spokane Public Schools  
DRAFT

## A TIME FOR CHANGE

In the Spring of 2020, the Spokane Public Schools Board of Directors, along with input from staff, students, and community created and adopted *A Board Resolution to Establish Equity Policies*. Through the implementation of this resolution and subsequent policies Spokane Public Schools aims to accomplish the ambitious goals below:

- Address structural systems with a focus on eliminating barriers and improve access for students.
- Raise the achievement of all students while decreasing gaps between the highest and lowest performing students.
- Decrease rates of disproportionality in program, services, interventions and student discipline.

*The following report outlines the actions Spokane Public Schools has taken to fulfill each commitment made in the 2020 School Board Equity Resolution knowing that there is much work to still be done.*

June 10, 2020

### SPOKANE SCHOOL DISTRICT NO. 81

Resolution No. 2020-11

#### A BOARD RESOLUTION TO ESTABLISH EQUITY POLICIES

**WHEREAS**, Spokane Public Schools recognizes the current unprecedented challenges facing our community related to both the COVID-19 crisis and the inequities involved in all aspects of health, wellness, and learning; and

**WHEREAS**, the mission of Spokane Public Schools is to provide excellence for everyone, yet this opportunity has not been made possible for every student; and

**WHEREAS**, the national crisis of racism has been reflected in both recent and historical events highlighting the injustice and discrimination that is pervasive through our culture and institutions; and

**WHEREAS**, we realize that structural racism is built into the bones of our schools, as well as every structure in society; we have to build anti-racism into the bones in order to increase student empowerment, belonging, value, and hope for the future (adapted from Ijeoma Oluo); and

**WHEREAS**, we have gathered extensive community feedback through the last several years from community stakeholders, educators, parents, and students on how to improve the educational experiences of students, however there is more work to be done; and

**WHEREAS**, we are committed to change in order to truly live our vision of Excellence for Everyone.

**NOW, THEREFORE, BE IT RESOLVED**, that Spokane Public Schools will establish equity policies that guide budgetary processes, operations, and student programming

- Develop a strategic plan using a racial-equity lens in every goal and objective by Spring 2021

**BE IT FURTHER RESOLVED** that Spokane Public Schools will establish policy that requires all new employees to participate in anti-racism and cultural responsiveness training before working with students

- Office of Family and Community Engagement will partner with other key district departments including Human Resources to develop an onboarding training menu for staff focused on antiracism and cultural responsiveness by January 2021

**BE IT FURTHER RESOLVED** that Spokane Public School will establish policy that ensures antiracism and cultural responsiveness training continues with current staff and ensures that all staff regularly participate

- Continue Anti-Racism professional development for all building staff as well as WEA Cultural Responsiveness
- Culturally Responsive Training for school community (including students, parents & partners)
- Sustained Dialogue: Building Staff & School Community (facilitated)

**BE IT FURTHER RESOLVED** that Spokane Public Schools will implement additional structures to increase student voice and specifically collect input regarding issues related to racial equity by

- Enhance current student surveys to include questions specifically related to racial equity
- In collaboration with community, businesses, and partners, schedule listening sessions during the months of June, July and August

**BE IT FURTHER RESOLVED**, that Spokane Public Schools will advance equitable student centered learning by providing cultural connections to curriculum, student agency, project-based learning, and competency centered structures for grading, course completion, and advancement

- Form a task-force comprised of curriculum specialists, classroom teachers, and the Diversity Advisory Council to provide recommendations for aspects of equitable student-centered learning by August 2020

**BE IT FURTHER RESOLVED**, that Spokane Public Schools will implement researched social emotional learning curriculum and emphasize wellness and anti-racism as key factors of student and staff success

- Provide resources to continue the implementation of Social Emotional Learning curriculum and develop additional wellness and anti-racism resources for staff while providing a bi-annual report to the Board on outcomes

**BE IT FURTHER RESOLVED**, that Spokane Public Schools will prioritize resources to support the holistic needs of under served populations

- Apply equity lens to current 2020-2021 budget development process to avoid reductions to intervention staffing and resources

**BE IT FURTHER RESOLVED**, that Spokane Public Schools will prioritize resources and training to ensure high levels of inclusion for students with disabilities

- Continue inclusionary practices pilot and invest professional development and resources moving forward

**BE IT FURTHER RESOLVED**, that Spokane Public Schools will establish systems and structures to ensure all students have equitable access to technology and are able to access distance learning

- Propose new technology access model by June 24, 2020

**BE IT FURTHER RESOLVED**, that Spokane Public Schools will work with their Spokane Education Association (SEA) and Campus Resource Officer (CRO) partners to come to an agreement that will eliminate employees' ability to arrest students

- Work through the summer with community partner input to develop new safety strategy to be in place when students return in the fall of 2020

**BE IT FURTHER RESOLVED**, that Spokane Public Schools will establish ambitious goals for increasing work-force diversity and will invest resources in recruitment and retention strategies

- Hire Person of Color-Led Consulting Company with established experience in diversifying employee pools in large organizations; address all recommendations (with community feedback)

**BE IT FURTHER RESOLVED**, that Spokane Public Schools will enhance the process for receiving and addressing student and family concerns around reported racial discrimination

- Formal strategies will be developed and communicated to families to address issues related to racial discrimination with community feedback

**BE IT FURTHER RESOLVED**, that Spokane Public Schools will invest in the development of a Person of Color-led Multi-Cultural Club in every-single-school.

- The Office of Family and Community Engagement will develop in partnership with the Diversity Advisory Council, a proposed model for providing a club in all schools

**BE IT FURTHER RESOLVED**, that Spokane Public Schools will ensure oversight of exclusionary discipline

- The Office of Family and Community Engagement and Student Services will develop an Ombudsperson process to evaluate all long-term suspensions and expulsions and to partake in all Tier III re-entry meetings to ensure a safe and successful return to the classroom environment.

**This is Just the Beginning!**

Adopted and approved this 10th day of June 2020 in Spokane, Washington.

# RECOGNITION OF PROGRESS



Spokane Public Schools (SPS) named *National District of Distinction* by one of the largest, national school administration publications, **District Administration**, awarded to six school districts nationally. SPS recognized for category of Equity & Inclusion.

Superintendent Adam Swinyard named 2023 Washington State Superintendent of the Year. Noted for significant district progress in providing equity for students.



SPS School Board was selected as Board of Distinction in 2022. Application included overview of equity related work occurring in the district.

SPS has received a range of grants to support access and opportunity for students since 2019:

- » Better Health Together \$100,000 Equity Training
- » Better Health Together Tribal Partner \$100,000
- » The ZoNE/Innovia/Ballmer \$202,050
- » The United Way Foundation \$15,000
- » Office of Juvenile Justice Prevention \$775,000 Intervention (impact disproportionate discipline numbers)
- » DCYF Washington Partnership Council on Juvenile Justice, School Re-engagement \$147,973
- » Bureau of Justice Assistance \$996,879 Culture brokering for Family & Community Engagement
- » Bureau of Justice Assistance \$996,821, Intervention

SPS Leadership have participated in a range of regional and national conferences to share the progress of the district in promoting access and opportunity for students:

- » Becca Statewide Conference, 2021
- » Office of Juvenile Justice and Delinquency Prevention (OJJDP) & Community Based Violence Intervention & Prevention Initiative Convening (National), 2021
- » Becca Statewide Conference, 2022

- » OJJDP & Community Based Violence Intervention & Prevention Initiative Convening (National), 2022
- » STOP (Student, Teachers, and Officers Preventing) School Violence Conference, 2023
- » OJJDP & National Community Based Violence Intervention & Prevention Initiative Convening, 2024
- » Local Initiatives Support Corporation (LISC) Safety & Justice National Webinar X3, 2024
- » 2023 and 2024 National School Board Association Annual Conference presentations; Inclusionary Practices, Multi-Tiered Systems of Support, and Reducing the Use of Restraint and Isolation.
- » 2023 Washington State School Directors Association Conference presentations; Inclusionary Practices, and Multi-Tiered Systems of Support.

Despite efforts to prevent harmful moments, SPS recognizes the reality of eliminating all issues in a district with 30,000 students and 6,000 employees. Our intent is to closely monitor challenges and work with our school community to respond and learn from all actions.

**NOW, THEREFORE, BE IT RESOLVED**, that Spokane Public Schools will establish equity policies that guide budgetary processes, operations, and student programming

*Develop a strategic plan using a racial-equity lens in every goal and objective by Spring 2021*

## 2022-2028 STRATEGIC PLAN

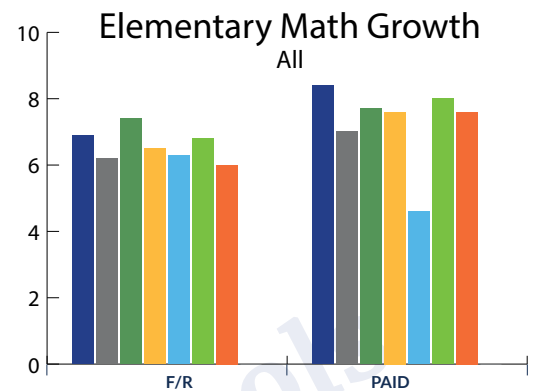
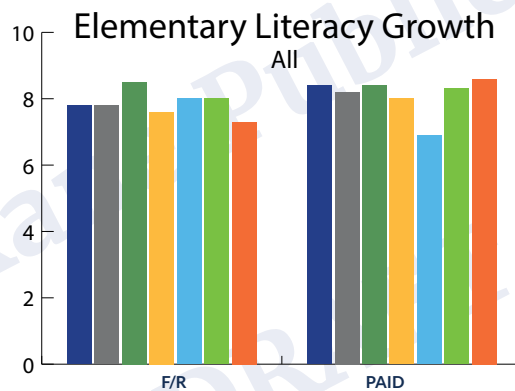
Spokane Public Schools partnered with The New Teacher Project (TNTP) to develop a new district Strategic Plan. This included a comprehensive process to solicit input from students, families, staff, and community members. The plan outlines four main goals: Caring & Connecting Community, Strong Foundations, Student Supports & Transitions, and 21st Century Learning & Career Pathways.

The Strategic Plan included the development of key performance indicators that are reported annually to the school board. Each metric is disaggregated by race and student program.

### SAMPLE GRADE LEVEL INDICATORS INCLUDE

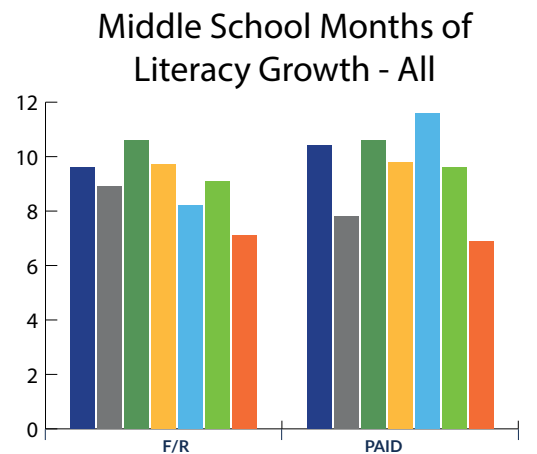
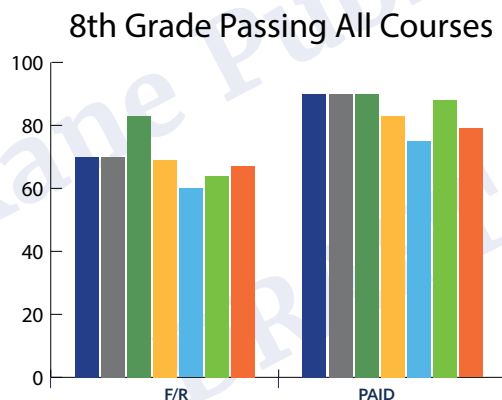
#### ELEMENTARY KPI

- African American
- Asian
- Caucasian
- Hawaiian/Pacific Islander
- Hispanic or Latino
- Native American
- Multi-Racial



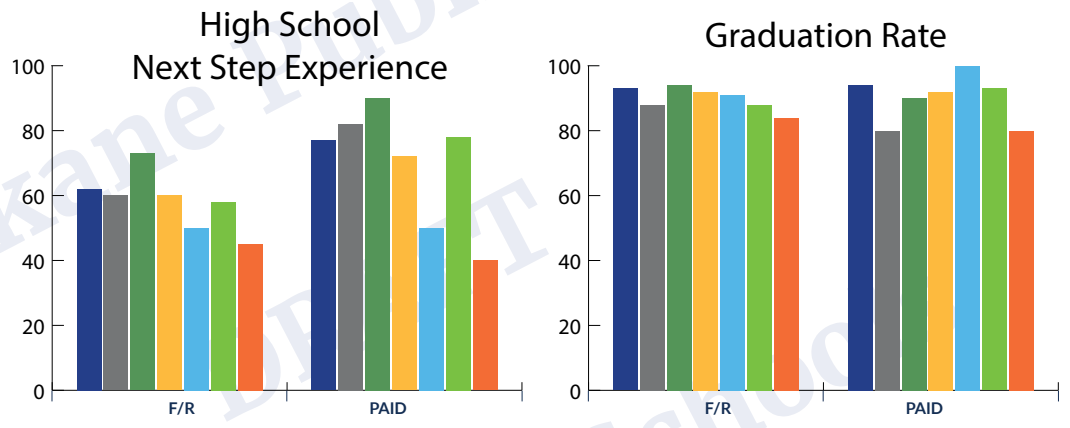
#### MIDDLE SCHOOL KPI

- African American
- Asian
- Caucasian
- Hawaiian/Pacific Islander
- Hispanic or Latino
- Native American
- Multi-Racial



# HIGH SCHOOL KPI

- African American
- Asian
- Caucasian
- Hawaiian/Pacific Islander
- Hispanic or Latino
- Native American
- Multi-Racial

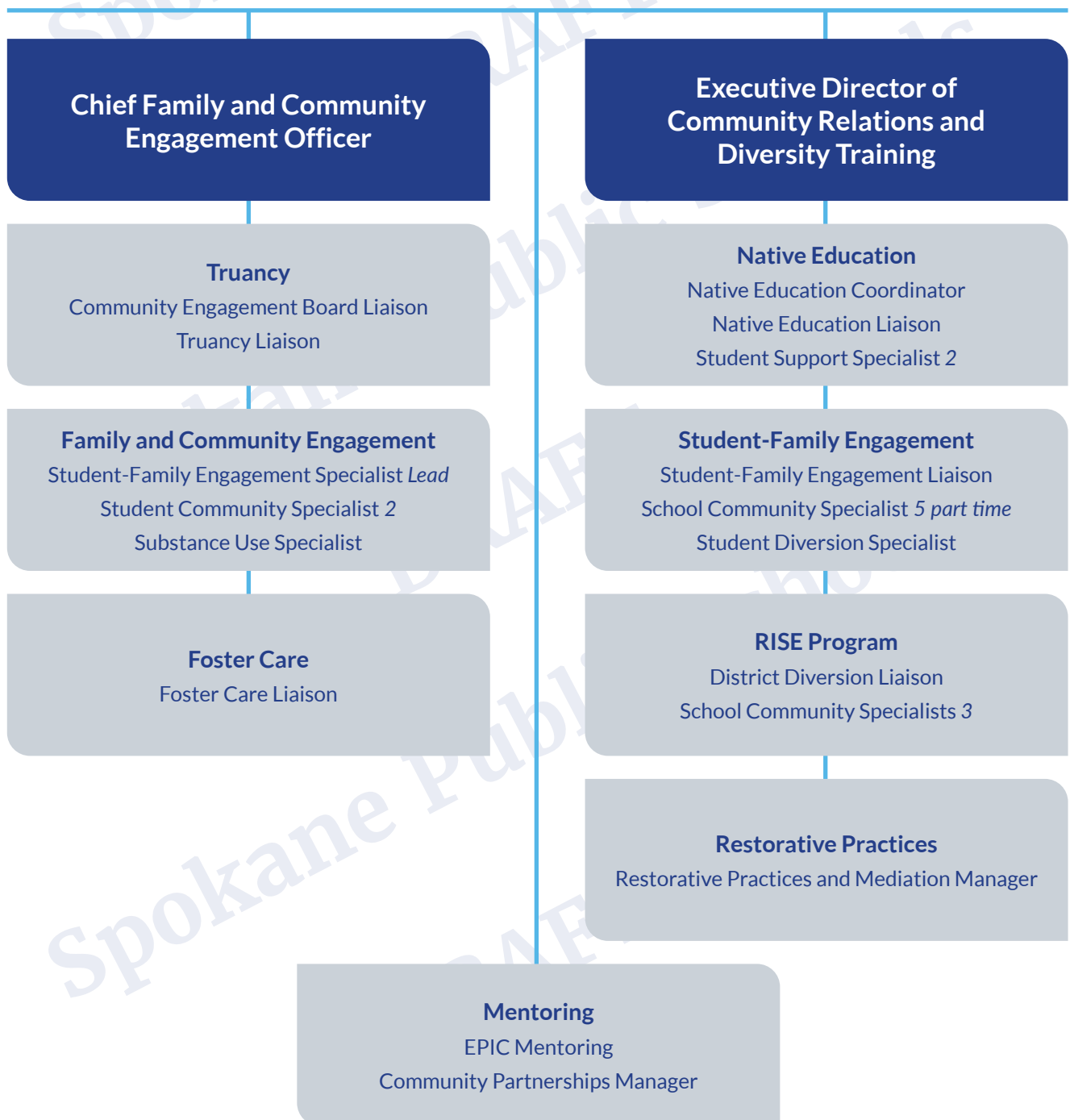


 [CLICK HERE](#)  
for more data



# DEPARTMENT OF FAMILY AND COMMUNITY ENGAGEMENT

The Department of Family & Community Engagement was created in the Fall of 2020 to provide a range of services and supports, which include diversity training, restorative practice training, mediation, community partnerships, community engagement boards, and mentoring.



# A NEW PROCESS FOR NEW BUILDINGS

## NAMING SCHOOLS

In 2022 the School Board implemented [policy](#) and [procedure](#) to name schools in a manner that promotes the representation of marginalized groups. This includes Frances Scott Elementary, Carla Olman Peperzak Middle School, Pauline Flett Middle School, and Denny Yasuhara Middle School.

### FRANCIS L.N. SCOTT

After receiving dozens of name submissions and hearing public input, the SPS School Board in 2021 choose to rename Sheridan Elementary after Frances Scott, a Spokane educator and civil rights champion who grew up a few blocks away from the school that now bears her name.

Frances, who died in 2010 at age 88, was Spokane's first African American female attorney, a teacher at Rogers High School for more than 30 years, a president of the Spokane Education Association and a president of the WSU Board of Regents.



### CARLA OLMAN PEPERZAK

Carla Olman Peperzak was born in Amsterdam in 1923 to a Jewish family. As a member of the Dutch Resistance during her teenage years, Carla helped secure hiding places and falsified documents to save the lives of her family and members of the Jewish community.

Throughout World War II, Carla selflessly faced many dangers to save the lives of others. In 2004, Carla moved to Spokane and began to share her story with the hope that educating others will prevent anything like the Holocaust from happening again. She was honored in a 2015 state senate resolution and again in 2020 as Washingtonian of the Year. Carla celebrated her 100th birthday with Peperzak Middle School students in 2023, the year this school opened.

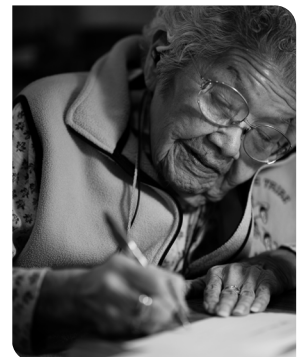


### PAULINE FLETT

Pauline Pascal Flett's commitment to, and teaching of, her culture inspired the naming of Pauline Flett Middle School, a community of learners where all voices are valued, and diversity is celebrated.

As a Spokane Tribal elder, Pauline dedicated her life to education and preserving the Spokane Salish Language for future generations. She was a co-creator of the first Salish-English dictionary and her translation notebooks are showcased at the Smithsonian Institute.

Her immense contribution to the Spokane community will continue to be honored at Flett Middle School through the school's inclusion of Indigenous art, language, and instruction.



## DENNY YASUHARA

Denny Tetsuki Yasuhara advocated for all children as a teacher at Logan Elementary and Garry Middle School for 28 years. Denny cared deeply for his students and often bought shoes, clothes, and supplies for students in need.

Also a civil-rights advocate, he served as president of the Spokane Coalition for Human Rights, co-founded the Hifumi En Society to support local Japanese Americans, and was honored by the Emperor of Japan for fostering ties between our countries. Denny retired in 1989 and died in 2002. The northeast Spokane community will always be grateful for his servant leadership and his commitment to social justice.



## CAPITAL PROJECTS SELECTION PROCESS FOR ARCHITECTS AND CONTRACTORS

All companies interested in contracting with Spokane Public Schools through the district's Request for Qualifications process are required to provide an Equity and Diversity Statement. This is part of the districts scoring criteria. Capital Projects also requires and scores each company's mission statement, looking for inclusion of "equity and diversity" as well. In addition, companies selected for interviews are asked a workforce diversity question. During pre-application meetings for all qualified applicants, companies are provided the link to the district's webpage on Equity and the School Board's Equity Resolution and Equity Policy. Each company is given notice to present how their organizational culture aligns to the district's equity work. We also ask applicants to include their subcontractor outreach program to attract women-owned and minority-owned businesses and the recent participation results. During a recent Interview for Agency Status with the state Capital Projects Advisory Review Board (CPARB) the district was praised for its commitment to contracting on public works projects with women-owned and minority-owned businesses. We added language incorporating such for all solicitations. The CPARB was also pleased that the district's selection process incorporates equity and diversity in the scoring criteria.

A screenshot of a social media post from Spokane Public Schools. The post is dated March 26 at 12:00 PM. The text reads: "PAULINE FLETT POW WOW: Save the date for the second annual Pauline Flett Pow Wow at Flett Middle School on Saturday, May 4. This event is hosted in partnership with Flett Middle School, SPS, The NATIVE Project, Eastern Washington University, Elk Soup, and Better Health Together. Learn more at [spokaneschools.org/Page/6174](https://spokaneschools.org/Page/6174). RIBBON WORKSHOPS: In anticipation of this event, students and community members have two opportunities to make ribbon skirts and shirts. Both events are ... See more". The post includes several images: a woman in a blue shirt, a group of people in traditional Native American regalia, and a woman playing a drum. A vertical blue bar on the left side of the post contains the text "SOCIAL SPOTLIGHT".

Check out what's going on at SPS on our social channels, like this post announcing the Flett POW WOW



**BE IT FURTHER RESOLVED** that Spokane Public Schools will establish policy that requires all new employees to participate in anti-racism and cultural responsiveness training before working with students

*Department of Family and Community Engagement will partner with other key district departments including Human Resources to develop an onboarding training menu for staff focused on antiracism and cultural responsiveness by January 2021*

---

## **EQUITY POLICY 1350**

A [district equity policy](#) has been developed and received formal adoption by the School Board. Implementation of the policy involves the provision of cultural responsiveness training to all new employees during the district's new employee orientation process.

## **NEW TRAINING REQUIREMENTS**

The Family & Community Engagement Department partnered with Human Resources to provide training to all new staff during their official orientation process. This training focuses on fostering a beloved community and outlines the district policies and procedures related to civility and creating an anti-racist environment for all district stakeholders. The training is called *Being Part of an Anti-Racist School District*. You may view a copy of the training course below.

[Being Part of an Anti-Racist School District-  
New Hire Orientation](#)



**BE IT FURTHER RESOLVED** that Spokane Public Schools will establish policy that ensures antiracism and cultural responsiveness training continues with current staff and ensures that all staff regularly participate

*Continue Anti-Racism professional development for all building staff as well as WEA Cultural Responsiveness*

*Culturally Responsive Training for school community (including students, parents & partners)*

*Sustained Dialogue: Building Staff & School Community (facilitated)*

---

## **EQUITY IN STAFF TRAINING 2020-24**

Since June of 2020, 90 courses have been developed on cultural responsiveness and have been offered to staff to complete as part of their contractual professional development allotment of time. These 90 courses add up to 1300 hours of professional development, and 23,000 attendees. Below are descriptions of a few examples.

[Culturally Responsive Professional Development Course List.](#)

▶ **1300 HOURS**  
OF PROFESSIONAL DEVELOPMENT

### **WASHINGTON STATE PROFESSIONAL LEARNING IMPROVEMENT DAYS**

The state of Washington requires that all certificated staff complete either 6 hours of Social Emotional Learning (SEL) training or Cultural Competency Diversity Equity and Inclusion (CCDEI) Training a year alternating topics each year.

▶ **ALL**  
CERTIFICATED STAFF COMPLETED **DIVERSITY, EQUITY & INCLUSION** TRAINING

### **CULTURAL COMPETENCY DIVERSITY EQUITY AND INCLUSION**

All certificated staff including teachers, MTSS Specialist, Intervention teachers and Classroom Coaches completed 6 hours of training in the 2023-2024 school year focused on district curriculum through the lens of diversity, equity, and inclusion.

### **WEA CULTURALLY RESPONSIVE TRAINING**

SPS partnered with the Spokane Education Association (SEA), Washington Education Association (WEA) and the University of Washington (UW) to provide the Culturally Responsive Classroom Management Series, which included all schools participating in 9 hours of training by completing modules 1, 2, and 3. SPS represented one of two districts in the state of Washington that require training for all teachers.

District Leadership and SEA leadership mutually agreed in the spring of 2023 to transition the diversity training model to curriculum that incorporates local community input as the original plan for CRCM was to complete modules 1 & 2.

## MANDATORY TRAINING

Moving forward all staff will continue to participate in mandatory training that is annually developed with community input that will be required in addition to staff working on their training plan. The training will recognize the importance of ongoing growth and address current events and needs, including:

Four courses that are each 3 hours in length have been developed and are included as part of each employee's training plan that staff members work towards during the initial years of employment.

## PROHIBITION ON USE OF THE N WORD AND RACIAL EPITHETS

Each fall before the start of school all staff participate in back-to-school meetings where principals present the back-to-school district launch PowerPoint that explicitly states that saying the N-word or racial epithets for any reason is prohibited.

## BUILDING A BELOVED COMMUNITY

The Family & Community Engagement Department developed and distributed a video training for staff during the 2022-23 School Year which was titled Beloved Community in SPS. You can view both videos below:

[Beloved Community Part 1](#)

[Beloved Community Part 2](#)

In addition to the staff training Building a Beloved Community, the Department of Family & Community Engagement developed and delivered Building Bridges to Beloved Community to provide staff and families an opportunity to learn together through afterschool learning experiences.

*Building Bridges to Beloved Community Course Description: Spokane Public Schools is dedicated to fostering professional development that mirrors the rich diversity of our district. Embracing and celebrating the unique tapestry of backgrounds and cultures that define us is at our core. Through this course series, we not only offer tools and dialogues but also honor the eclectic perspectives and insights of our staff, students, and community members. Our aim is to create pathways for growth, enabling our staff to take an active role in shaping a beloved community.*



## REGIONAL EQUITY SUMMIT

Partnered with ESD 101 to host the Regional Equity Summit featuring Dr. Stemberge's work on Culturally Responsive Education in the Classroom, Swan Innovations, Restorative Practices, and Culturally Responsive Classroom Management.

## NATIVE EDUCATION

Increased Professional Development opportunities for staff to learn more about historical impacts and the role they play in education for our Native Students. Examples of Professional Development sessions include the following:

[Why Land Acknowledgements?](#)  
[Supporting Indigenous Scholars](#)  
[Supporting Indigenous Scholars: Historical Trauma](#)

## ELD DEPARTMENT DISTRICT WIDE COURSES

The ELD Department provides all staff district wide with multiple professional development offerings yearly. These offerings range from a broad overview of how to best serve all multilingual learners to specific culturally responsive training for a unique cultural group. Examples include Intercultural Competency, Language and Culture Panels, Immigrant and Refugee Guided Documentary Viewing and Discussions, Refugee Simulation with World Relief, Toxic Stress and Well-Being Among Students Affected by Forced Migration and Healing Classrooms.

## SERVING SPECIAL POPULATIONS

Serving Special Populations is a 4-level course series designed for all staff in Spokane Public Schools focused on Special Education, 504, Highly Capable and ELD programming and supports for students. Topics include a general overview of programming and policy and procedures, accommodations, modifications, classroom best practices, family engagement, and teaching and learning.

## SOCIAL EMOTIONAL LEARNING, BELONGING, AND MENTAL HEALTH

All certificated staff including teachers, MTSS Specialist, Intervention teachers and Classroom Coaches completed 6 hours of training in the 2022-2023 school year focused on building relationships with students and creating a sense of belonging. Topics focused on Social Emotional Learning, Mental Health and Trauma Informed Practices, Restorative Practices, and Universal Design for Learning

▶ **ALL**  
TEACHERS  
COMPLETED  
**6** HOURS OF  
FOCUSED  
TRAINING

# CULTURALLY RESPONSIVE EDUCATION IN THE CLASSROOM: A RESIDENCY WITH DR. ADEYEMI STEMBRIDGE

To date eleven schools and the Central Office Curriculum and Instruction team have completed a residency with Dr. Adeyemi Stemberidge focused on what equity in Teaching and Learning looks like in the classroom. Teachers learn through powerful practice-based examples designed to develop teacher mindsets that close equality gaps in student achievement.

## SAMPLE QUESTIONS FOR EDUCATORS

*“What opportunities exist for our student to leverage their backgrounds and identities in the interest of school achievement?”*

*“What kinds of teaching techniques work best in centering the voices and experiences of student’s groups historically underserved by schools?”*

*“What do our racial and ethnic minority groups report about their opportunities to learn in school?”*

*Dr. Stemberidge, Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy*



## GUEST SPEAKERS

Over the past four years SPS has invited a wide range of guest speakers and trainers to provide professional development for SPS staff. Examples include

Joe Ader	Self-Understanding Poverty
Dr. Michele Borba	Thrivers
Lisa Bosio	Novak Education
Christina Cavanaugh	World Relief
Mirko Chardin	Novak Education
Tovah Fairshot	Continua Consulting Group
Beth Farmer	Northwest Health and Human Rights
Dr. Scott Finne	Eastern Washinton University
Nick Gardner	Watershed 21st Century Learning
Kristin Hallahan	Holocaust Center for Humanity
Dr. Debi Hanuscin	Western Washington University
Kent Hoffman	Circle of Security
Dr. Paula Kluth & Dr. Julie Causton	Inclusive Education
Inga N. Laurent	Gonzaga University
Scottie Nash	Anti-Defamation League
John Norlin	Character Strong
Katie Novak	Novak Education
Paul Regelbrugge	Holocaust Center for Humanity
Sue Scheppele	Springfield College
Dr. Patrick Schwarz	From Possibilities to Success
Jennie Sevedge-Angel	Gonzaga University
SPS Student Speakers	Spokane Public Schools
Warren Seyler	Spokane Tribe- Natural Resources Department
Kristin Souers	Fostering Resilient Learners
Dr. Adeyemi Stenbridge	Self- Brilliant Teaching
WEA/SEA	Culturally Relevant Classroom Management
Catherine Wilson	Bureau of Education and Research
Lori White Buffalo	Chickasaw Cultural Heritage and Preservation
Lenore Three Stars	Native Culture
Mark Finney	Thrive International

► **WIDE  
VARIETY**  
OF GUEST  
SPEAKERS AND  
TRAINERS

## BOOK STUDIES

*Intercultural Development Inventory 2020* with District Leadership and several schools

**Beginning Level:** *Dear Martin* by Nic Stone (Implicit/Explicit Bias, Microaggressions)

**Intermediary Level:** *How to be an Antiracist* by Ibram X. Kendi

**Advanced Level:** *So You Want to Talk About Race* by Ijeoma Oluo

The Family & Community Engagement Department has supported a wide-range of books studies and school specific trainings focused on creating a beloved community.

### ZERO TOLERANCE FOR DEROGATORY AND DISCRIMINATORY LANGUAGE INCLUDING RACIAL SLURS AND EPITHETS

In December 2023, the School Board Updated Policy 5161 to address derogatory and discriminatory language including the use of racial slurs and epithets. Per the Policy Using personal epithets or slurs to include but not limited to use of the “N” word is in direct violation of district policy and procedure.

Policy 5161 does not explicitly use the term Hate Speech, as Hate Speech is narrow in its definition and does not meet the requirements needed by SPS to say it is never okay to use derogatory and discriminatory language including the use of racial slurs and epithets. Although there is no legal definition of Hate Speech, the definition below is a widely accepted one. According to the definition, the staff members’ intent would be taken into consideration to determine if the use of racial slurs or epithets was in fact Hate Speech.

***Hate Speech:*** *Speech that is intended to offend, insult, intimidate, or threaten an individual or group based on a trait or attribute, such as sexual orientation, religion, color, gender, or disability.*

**BE IT FURTHER RESOLVED** that Spokane Public Schools will implement additional structures to increase student voice and specifically collect input regarding issues related to racial equity by *Enhance current student surveys to include questions specifically related to racial equity*

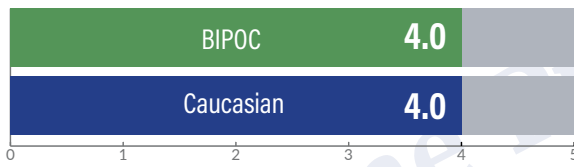
*In collaboration with community, businesses, and partners, schedule listening sessions during the months of June, July and August*

## STUDENT CULTURE AND CLIMATE SURVEY

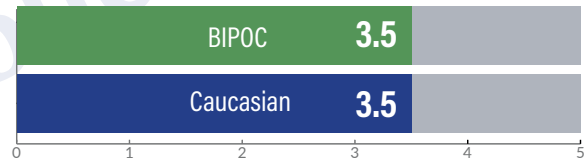
The Student Culture and Climate survey is administered in the fall and spring to SPS students. This included the addition of [specific survey items related to equity](#). In the fall of 2023 over 7000 secondary students completed the survey with no statistically significant difference in the average scores between students of color and Caucasian students.

### SURVEY QUESTIONS

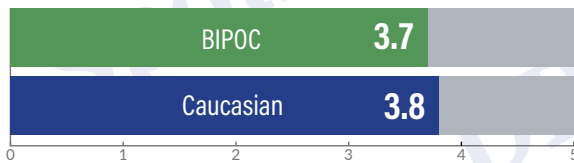
How many of your teachers are respectful towards you?



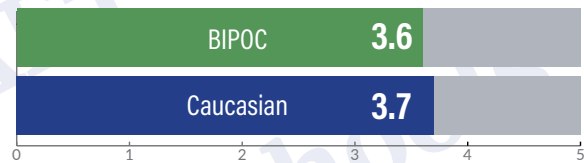
I believe that I feel valued in my classroom and my teachers have created a supportive environment that showcases my experience and the diversity in the classroom.



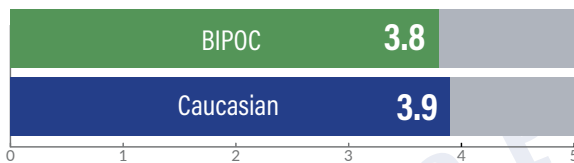
How much do your teachers encourage you to do your best?



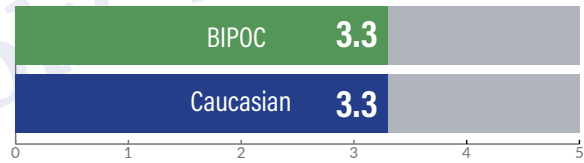
If a student is bullied in school, how difficult is it for them to get help from an adult?



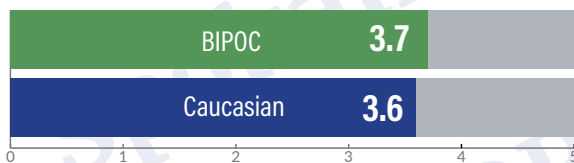
At your school, how unfairly do the adults treat the students?



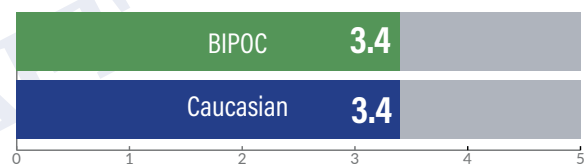
How often do teachers encourage you to learn about people from different races, ethnicities, and cultures?



How often do you worry about violence at your school?

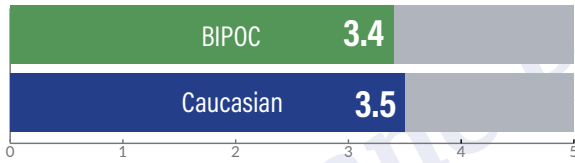


How well does your school help students speak out against racism?



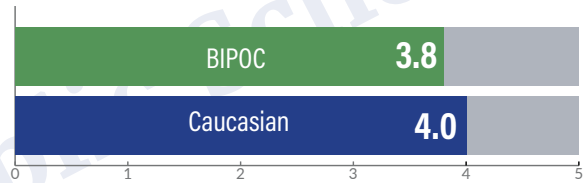
# SURVEY QUESTIONS

Students and families have opportunities to see themselves, their cultural values, and history in the school and in the classroom.

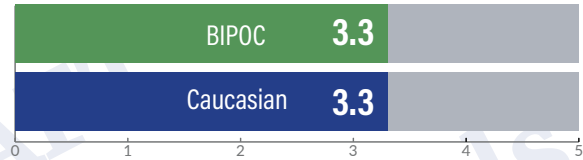


[CLICK HERE](#)  
for more data

How fairly do students/adults at your school treat people from different races, ethnicities or cultures?



Overall, how much do you feel like you belong at your school?



## STUDENT VOICE

Elevating Student Voice in Spokane Public Schools is essential for ensuring that educators are attuned to the diverse experiences and perceptions of all students, not just those in leadership roles. By fostering effective communication, relationship building, and a sense of purpose, it enhances students' ability to collaborate, engage civically, and respond to cultural diversity. Spokane Public Schools continues to provide a variety of opportunities for students to share their voice.

## STUDENT ADVISORS TO THE BOARD

Each year the School Board selects two student advisors to attend school board meetings. The School Board is committed to using an equity lens when selecting student advisors to the board assuring there is no disproportionality in representation compared to white peers.



## STUDENT LISTENING SESSIONS

The Family & Community Engagement Department conducted a wide range of listening sessions and have developed a comprehensive plan to establish ongoing listening sessions for district

The Family & Community Engagement Department is launching an ongoing structure to provide listening sessions throughout the school year by geography, student program, and through community partners. The listening sessions will be scheduled and posted on the district-website and shared in newsletters and social media (Webpage in development).

## STUDENT VOICE GROUPS

Student Voice Groups have been created in all schools that provide a regular opportunity for students to engage with discourse with peers and school staff. Each school student voice group provides representatives to a district student voice groups for elementary, middle, and high school.

### ACTIVE BSU

Each comprehensive high school has an active BSU that meets regularly

Ferris High School *Shon Davis*

Rogers *Shon Davis*

Lewis and Clark High School  
*Dexter Davis*

Shadle Park High School  
*James Alexander*

North Central High School (Shades  
Club) *Shamerica Nakamura*



# EMPOWERING YOUNG WOMEN

During the spring of 2023 and 2024 SPS hosted **The Empowering Young Women Summit**; an event where women leaders from various career fields share their leadership journey and advice from the field with students from our area high schools. Over **100 young women** have attended each year, learning from over **40 leaders** in our area that represent the diversity of our area. [2024 Empowering Young Womens Summit Panelist Program.](#)



**BE IT FURTHER RESOLVED**, that Spokane Public Schools will advance equitable student centered learning by providing cultural connections to curriculum, student agency, project-based learning, and competency centered structures for grading, course completion, and advancement

*Form a task-force comprised of curriculum specialists, classroom teachers, and the Diversity Advisory Council to provide recommendations for aspects of equitable student-centered learning by August 2020*

---

## **EXCELLENCE FOR EVERYONE THROUGH EQUITY**

The concept of “Excellence through Equity” in Spokane Public Schools encompasses providing every student with an educational experience where they can engage with curriculum and instruction in an accessible manner. It includes opportunities for all students to learn in ways that serve as both windows and mirrors, allowing them to see both their own reflections and the diversity of others in the materials. Since 2020 the Teaching and Learning department has worked to enhance accessibility, and diversity across the curriculum

### **UNIVERSAL DESIGN FOR LEARNING**

Universal Design for Learning has been established as a district-wide focus, which has involved ongoing training for all K-12 certificated staff members. UDL is intended to promote lesson planning for individual students’ needs by incorporating 21st century learning strategies that recognize the diverse needs and cultural identities of students.

480 hours of Universal Design for Learning professional development has been provided in over 121 course sections with over 10,000 attendees.

Four UDL courses that are each three hours in length have been included on the employee training plan for all teachers.

### **AVID**

Implementing Advance Via Individual Determination (AVID) both as an elective course and Schoolwide. AVID includes instructional strategies embedded in high expectations and high standards, with high levels of support. Together with relational capacity, and explicit instruction in Career and College Readiness skills these supports provide students a pathway to post-secondary education. The AVID elective course has served to provide support for historically underserved populations. This short video from [AVID](#) demonstrates the power of AVID. Currently 230 students access the AVID Elective course.

▶ **480**  
HOURS OF UDL  
PROFESSIONAL  
DEVELOPMENT  
PROVIDED WITH  
OVER  
**10,000**  
ATTENDEES

# COLLEGE SUCCESS FOUNDATION

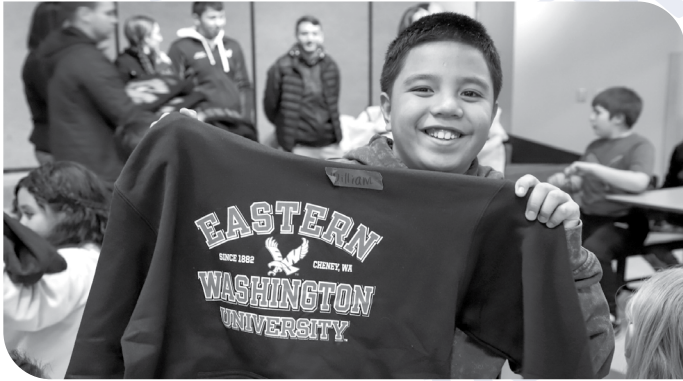
SPS partners with the College Success Foundation to support historically underserved populations. This short video from [Empowering Youth](#) provides an overview of the program. During the 2022-2023 School Year 2453 SPS students were served by the College Success Foundation throughout all 5 comprehensive high schools and Garry and Shaw Middle Schools.

## THE COLLEGE GEAR PROJECT

The College Gear Project has been inspiring 5th grade students and families of Title 1 schools to plan for college through a visit from a local alumni speaking about the benefits of going to college and how they personally overcame challenging situation to pursue their higher education. All students leave the event inspired with a free college sweatshirt.

### COLLEGE GEAR PROJECT BY THE NUMBERS

School Year	Number of Schools	Number of Sweatshirts
2023-24	10	772
2022-23	16	1132
2021-22	15	984
2020-21	13	876
2019-20	6	393



## IDENTIFICATION FOR HIGHLY CAPABLE

Implemented culturally responsive highly capable screening tool called Culturally, Linguistically, and Economically Diverse Learner (CLEDE) Scales that is intended to address disproportionality in the provision of highly capable services.

## NATIVE EDUCATION

SPS has made a range of enhancement to Native Education Programming over the last four years:

Addition of a Native Education Liaison as of Fall 2023 to provide leadership and support in the following areas:

- » State reporting to include 506 forms through connections and follow-up with all schools individually. A new system has been created to support the forms collection process.
- » Improving attendance
- » Increased connections to schools and families through a smaller caseload.

## WORKSHOPS

Increase Native Education services through contract work to facilitate cultural workshops for students, families, and community.

- » Lacey Bacon
- » Solo Green

## COLLABORATION

Increased internal collaborations to host events and opportunities for learning that impact the school community as a whole. (These schools are outside our current service area)

- » Linwood Elementary School
- » Westview Elementary School
- » Flett Middle School
- » Multicultural Events
- » MLK Cons

## PARENT ADVISORY

Parent Advisory Committee duties expanded:

Provide recommendations to the school board (April 10, 2024)

» Monthly Newsletter

The Native Education Department initiated a practice of consistency sending out a newsletter which is distributed the first Friday of every month.

## DEVELOPED LAND ACKNOWLEDGMENT

Developed peoples acknowledge and use guidelines for schools to utilize with students.

[Land Acknowledgements- A Guideline for Schools](#)

## MARSHALLESE HERITAGE LANGUAGE PROGRAM

Meeting with Marshallese Heritage Language Advisory Board and Marshallese Heritage Language Curriculum Team to develop culturally derived approach to heritage language teaching and learning of Marshallese.

Partnering with Marshall Islands PSS, WAM and Internal Affairs offices to develop/provide culturally derived curriculum and resources for Marshallese Heritage Language Program

## SPS TEACHING ACADEMY

SPS has developed a Teaching Academy Program is designed for typically underserved high school students interested in the Teaching profession. High school students work in our Elementary classrooms as Teaching Assistants gaining real-world experience in a post-secondary field.

**FERRIS** 15 students placed with 9 elementary host teachers

**LEWIS & CLARK** 30 students placed with 25 elementary host teachers

**NORTH CENTRAL** Implementation in 2024-2025

**ROGERS** Implementation in 2024-2025

**SHADLE PARK** 10 students placed in 5 elementary sites

**OTA** 27 students placed in 4 elementary sites

## SECONDARY SOCIAL STUDIES

All secondary Social Studies teacher are provided resources relative to the days/ months listed:

- » Hispanic Heritage Month 9/15-10/15
- » Indigenous People's Day *October*
- » Disability History Month *October*
- » Native American Heritage Month *November*
- » Veterans Day 11/11
- » International Day for Tolerance 11/16
- » International Human Rights Day 12/10
- » Bill of Rights Day 12/15
- » Temperance and Good Citizenship Day 1/16
- » Martin Luther King Jr. Holiday *3rd Monday of every January*
- » International Holocaust Remembrance Day 1/27
- » Black History Month *February*
- » Women's History Month *March*
- » Arab American Heritage Month *April*
- » Asian American and Pacific Islander Heritage Month *May*
- » LGBTQ Pride Month *June*



## ELEMENTARY SINCE TIME IMMEMORIAL UNIT UPDATES

Partnered with local tribes and Native Ed Department to localize new lessons

New STI lessons:

- » Kindergarten: Stories and Histories of Our Place
- » Grade 1: Honoring the Salmon
- » Grade 2: Stories of How Things Came to Be
- » Grade 3: Exploring the PNW prior to Statehood
- » Grade 4: Living in Celilo Falls



- » Grade 4: The Boldt Decision
- » Grade 5: Encounter, Colonization, & Devastation Tribal Homelands
- » Grade 5: US History-Independence Revolution & the U.S. Constitution in Indian Country

## ELEMENTARY ENGLISH LANGUAGE ARTS

Adoption of new Literacy curriculum based in the Science of Reading with an emphasis on diversity and representation.

- » Literacy adoption implementation team trained in diversity and representation in text, and inclusionary practices.
- » Text Diversity project

A group has been formed to select additional texts that represent our school communities (authors and characters that more authentically represent the demographics of our school community).

## ELEMENTARY SCHOOL/CLASSROOM EQUITY COLLECTIONS

SPS believes strongly in the concept of mirrors and windows. Books open children up to the world, and it is important that our students both see themselves in books and learn about others who might be different than them.

2068 copies of 256 titles with diverse representation were added to elementary library collections as part of the elementary library equity collection in 2021. Below are a few examples of books that have been added.

Elementary		
<b>A High Five for Glenn Burke</b>	<b>All are Welcome</b>	<b>Forever, Friends are Friends</b>
<b>A Perfectly Messed Up Story</b>	<b>Brown Girl Dreaming</b>	<b>Hidden Figures; Young Readers Addition</b>
<b>Maybe Something Beautiful</b>	<b>Nigel and the Moon</b>	<b>The Proudest Blue: A Story of Hijab and Family</b>
<b>Ruby Bridges Goes to School: My True Story</b>	<b>Red: A Crayon Story</b>	<b>Your Name is Your Song</b>

## ELEMENTARY SCIENCE

Partnerships with Washington Department of Fish & Wildlife (WDFW), local tribes, and Learning in Places to localize lessons.

Developing lessons and student experiences that are place-based and culturally relevant in our region, including the history and significance of salmon in Spokane River and our local tribes.

## HEALTH AND FITNESS

Focus on inclusion of students with disabilities resulting in fewer sections of exclusively adapted PE classes.

Fitness and Health teachers participated in 2 years of a full study of UDL in Physical Education, including Professional Development, Summer Institute sessions, and 1:1 sessions with the authors. Fitness teachers worked closely with the authors, both using their book as a guide, and exploring in-depth examples in the SPS community.

Middle School		
The Anne Frank House- Authorized Graphic Biography	The Bridge Home	Eagle Song
I Can Make this Promise	In the Footsteps of Crazy Horse	One Crazy Summer

High School		
All My Rage	Beneath the Wide Silk Sky	If Beale Street Could Talk
Just Mercy	Kindred	They Call US Enemy

## SECONDARY ENGLISH

As with Elementary, ensuring all our students have access to diverse text where they can see themselves (mirrors) and see out into the world (windows) has been a district priority over the last four years. Since 2020, SPS has adopted a diverse collection of books to be used at the secondary level for the classroom and part of the school library collections. A variety of titles by topic are listed below as an example.

HS equity collection for HS libraries (including world language titles) developed, purchased, and distributed, 23-24 school year.

## SECONDARY MATH

Grading for Equity, UDL, and Social & Emotional Learning integrated into instructional best practices.

Evaluation of representation in our adopted math curriculum

- » Developed a Mathematician Spotlight resource for teachers to use.
- » Highlighted the Mathematicians Look Like All of Us ([MLLAoU](#)) started by one of our own
  - Focus on strategies that are student centered and community driven
  - Embedded our resource in Professional Development

## SECONDARY SOCIAL STUDIES

**High School World History** - Scope and Sequence has been revised for implementation in Fall 2024 with a curriculum that is much more global and much less Eurocentric than in the past.

**High School American Perspectives** - During the 2022-2023 School Year SPS Launched a new US History Course created by and for our students. Putting the “US” in US History, curriculum experts, community, and students worked side-by-side to create American Perspectives; A course that explicitly highlights the positive impact and histories that people of color and other traditionally marginalized populations have made to the United States. Students learn through a variety of resources including selected readings from:

Nikole Hannah-Jones

W.E.B. Du Bois

Fredrick Douglas

Martin Luther King Jr.

Harriett Tubman

Malcolm X

Chief Joseph

Bayard Rustin

**Middle School World History** - Curriculum is being revised for implementation in Fall 2024 through a UDL lens and accessibility for all learners.

**Curriculum Adoptions:** Example Scoring Rubrics

Civics: 2021-22

AP US Government: 2022-23

HS World History: 2023-24

MS (Gr. 6/7) World History: 2023-24

All of the adoptions had criteria that stressed both the non-partisan and/or culturally responsible presentation of the content but also the need for a product that provided equitable access for all learners.

## SINCE TIME IMMEMORIAL UNIT UPDATES

Partnerships with local tribes to localize the lessons

New STI lessons beginning in 2020:

- » 6th grade – Indigenous Foods of the Spokane Tribe and Salmon’s Importance to the Spokane Tribe
- » 7th Grade – Updated the STI lessons we had already developed for Washington History
- » 8th Grade—Indian Removal Lessons (Cherokee) and Whistalks
- » 10th Grade –Columbus Lesson and Indigenous People’s Day Lesson
- » 11th Grade – Boarding School Lessons
- » 12th Grade CWA – MMIW Lesson
- » 12th Grade Civics – Updated all STI Lessons

## VISUAL THINKING STRATEGIES

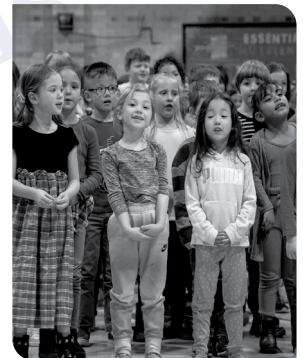
- » Strengths based instructional strategy
- » Focuses on building community through respectful discussions
- » Student led, accessible to all learners.

## VISUAL AND PERFORMING ARTS

Developmental Music Adoption of Quaver focused on selection of an Elementary Music Curriculum that provides all students with a accessible, joyful, and culturally rich music experience.

Students learn about cultures from around the world through music including African and Asian Drumming, and Oceanic Music.

Supplemental Visual Arts curriculum FLEX was adopted. FLEX includes thematic units that include a variety of mediums and artistic examples from around the world. Artist Biographies are included as a way to help students connect with a diverse set of historical, contemporary, and living artists providing windows and mirrors where students can see themselves in the materials. Lessons that are aligned with the National/Washington State Core Arts Standards.



**BE IT FURTHER RESOLVED**, that Spokane Public Schools will implement researched social emotional learning curriculum and emphasize wellness and anti-racism as key factors of student and staff success

*Provide resources to continue the implementation of Social Emotional Learning curriculum and develop additional wellness and anti-racism resources for staff while providing a bi-annual report to the Board on outcomes*

## SOCIAL EMOTIONAL LEARNING

Spokane Public Schools has adopted Character Strong (Secondary) and Purposeful People (Elementary) as our tier 1 social emotional learning curriculum. Elementary students engage in SEL lessons during Elementary Class meeting and Secondary students receive instruction in SEL during Advisory.

## CHARACTER STRONG AND PURPOSEFUL PEOPLE

Lessons within both Character Strong and Purposeful people have equity embedded throughout. CharacterStrong is an organization that believes in creating spaces for all voices, building bridges and has creating belonging and has a commitment to equity as an ongoing process. You can read more about CharacterStrong's commitment to equity here. [CharacterStrong's Equity and Inclusion, Purposeful People: An Intentional, Equitable Approach](#)

Sample Lessons	
<b>Elementary</b>	<b>Secondary</b>
<a href="#">Differences Among Us</a>	<a href="#">Barriers to Belonging Part 2</a>
<a href="#">The Power In our Differences</a>	<a href="#">Real Life Respect Part 1</a>
<p><a href="#">Quotes</a> that include powerful words from leaders that come from a wide variety of backgrounds and cultures.</p> <p><a href="#">PurposeFull Library</a> features of a wide variety of cultures, ethnicities, and abilities both in topic and by author.</p> <p>Playground activities that promote belonging: Amoeba Tag, Eye Spy Empathy, I'm Looking for a Friend Who, Courage on the Playground, Peace Labyrinth</p>	



 watch SPS here

Check out hundreds of inspiring and informational videos featuring SPS staff and students, like this one about Alexandra and Olivia's experiences with childhood cancer. [Click here to watch](#) or visit [vimeo.com/spokanepublicschools/survivors](https://vimeo.com/spokanepublicschools/survivors)

## SEL PROFESSIONAL DEVELOPMENT

Ongoing professional development has been made available to staff through the SPS U Model. Staff are trained in the Washington State SEL standards and SEL curriculum and how Equity, Cultural Responsiveness, and Universal Design intersect with Social Emotional Learning. Examples of staff training materials are linked below.

[Social Emotional Learning 109](#)

[Social Emotional Learning 209](#)

[Social Emotional Learning 309](#)

## STUDENT AND STAFF WELLNESS AND MENTAL HEALTH

### STUDENT WELLNESS CLUBS

Spokane Public Schools provides students with a variety of wellness supports and activities from both a student health perspective and a holistic approach through clubs and extracurricular activities. Wellness needs vary greatly among our students. While some might need a safe fun place to be after school with their friends, others may need a place where they can get their mental health or physical health needs met at school. Below are just a few of the Wellness supports that student can find in SPS.

Sacajawea Girls Fitness Club	Mental Health Counseling
High School Fitness and Conditioning Club	Drug Free Club
Wellness Club	School Based Health Clinics
Ski and Snow Club	Biking Club
School Counselors	Girls on the Run
Yoga	WSU Nutrition Club
First Aid Club	

## STAFF WELLNESS

A healthy staff plays a key role in a healthy positive school culture and environment. SPS has taken part in several Wellness Initiative and trainings. During the 2023 Annual Staff Summer Institute, SPS partnered with Kaiser Permanente and the Alliance for a Healthier Generation to provide training to educators on Staff Wellness and Stress Management.

## AUDUBON ELEMENTARY- HEALTHIEST SCHOOL IN AMERICA AWARD

In 2023 Audubon Elementary was recognized by Kaiser Permanente and the Alliance for a Healthier Generation as one of the Healthiest Schools in America. Audubon was recognized for their commitment to student well-being through:

- » Cultivating staff well-being
- » Increasing family and community engagement
- » Bolstering physical education and activity
- » Supporting school health services
- » Strengthening social-emotional health and learning



**BE IT FURTHER RESOLVED, that Spokane Public Schools will prioritize resources to support the holistic needs of under served populations**

*Apply equity lens to current 2020-2021 budget development process to avoid reductions to intervention staffing and resources*

---

## **BUDGET PRINCIPLES**

Each year the School Board adopts budget principles and priorities that specifically address the importance of equity and specific strategies to support underserved populations.

- » [2020-2021 Budget Principles](#)
- » [2021-2022 Budget Principles](#)
- » [2022-2023 Budget Principles](#)
- » [2023-2024 Budget Principles](#)

The Finance Department has developed data entry and analytics to monitor per-pupil expenditures to ensure that schools with the greatest need receive the most funding.

District budget principles and priorities were utilized to allocate ESSER dollars focused on the students with the highest level of need, which totaled 125 million dollars.

## **INVESTING IN STUDENT BEHAVIORAL HEALTH**

Spokane Public Schools has been actively working towards addressing student behavior and reducing exclusion rates. In the past, the district had one of the highest exclusion rates in the state of Washington, with students of color being disproportionately affected by suspensions or expulsions. However, commendable progress has been made, as the percentage of exclusions has decreased by 30% since 2015. The district has also achieved positive outcomes in terms of disciplinary practices, as the last two school years concluded without any disproportionality in student discipline for students of color. To further support this positive shift, Spokane Public Schools has facilitated district-wide training on restorative practices, recognizing the importance of fostering a more inclusive and rehabilitative approach to addressing student behavior. The adoption of policies that emphasize a restorative approach is a clear indication of the district's commitment to creating a more supportive and equitable learning environment for all students.

 **zero**  
DISPROPORTION-  
ALITY IN STUDENT  
DISCIPLINE FOR  
STUDENTS OF  
COLOR

## RESTORATIVE PRACTICES

Discipline policies and procedures were revised to incorporate the use of restorative practices and align with new Washington State law

Since 2016, 6000 staff members have participated in over 160 hours of Restorative Practices Training.

Four Restorative Practices courses that are each three hours in length have been included on the employee training plan for all teachers

▶ **6000**  
STAFF  
PARTICIPATED IN  
OVER  
**160**  
HOURS OF  
TRAINING



## INCREASED BEHAVIOR SUPPORTS

**Board Certified Behavior Analysts (BCBA)** were hired to support staff in serving students with significant behavioral health needs, which includes developing and monitoring support plans and training frontline staff.

**MTSS Specialists** positions were created and deployed to schools to support the facilitation of intervention teams that identify, and progress monitor supports for students. There are currently 40 MTSS Specialists assigned to support schools.

**Student class sizes** in Behavior Intervention Programs were reduced from 13-15 students to 8-10 per room.

SOCIAL SPOTLIGHT

Check out what's going on at SPS on our social channels, like this post about Moran Prairie's Girls Who Code Club.



## MENTORING

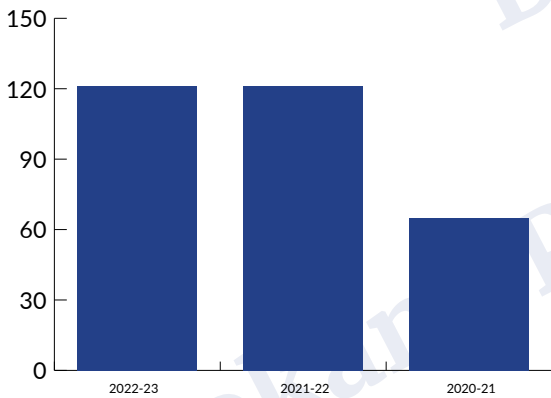
Research is clear that having one positive adult in your life can alter your life pathways. SPS has several mentoring programs designed to meet each student's unique individual circumstance and need.

Total Volunteer Mentors- 62 which includes 22% Mentors of Color.

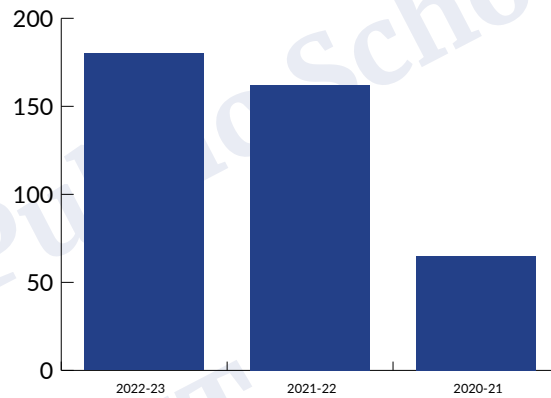
Students served by part-time mentors (School Community Specialists) have increased 177% since 2020. Students served by full-time mentors have increased by 86% since 2020. Graphs represent number of students served by mentors.

▶ 62  
VOLUNTEER MENTORS INCLUDES  
22%  
MENTORS OF COLOR

Full Time Mentors



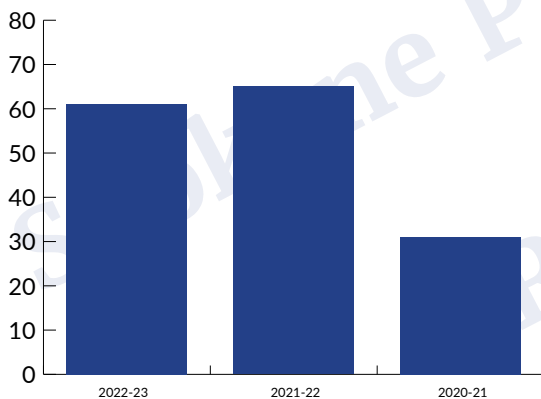
Part Time Mentors



All students served exhibit Tier II and Tier III behaviors at risk of suspensions and expulsions.

Student Support Specialist provide mentoring to students with Tier 3 behaviors and need re-engagement with their school community. Students served by a student support specialist have increased by 97% since 2020.

Student Support Specialists



## EPIC MENTORING

The Department of Family and Community Engagement created the EPIC mentoring program to provide support to students K-12.

Spokane Public Schools EPIC Mentoring program is about Encouraging Positive Intentional Connections. We do this by providing one on one mentorship to students with SPS who may be dealing with challenges or may be in need of having a positive adult in their life. We named this program EPIC, because we believe this will truly be an impactful mentoring program for students, our staff, and community partners.



## THE RISE PROGRAM

The RISE program supports youth engagement in school that uses a holistic community asset approach facilitated through diversion process. The SPS RISE program has received national recognition.



## COMMUNITY ENGAGEMENT BOARDS

The Department of Family and Community Engagement provides leadership and guidance to schools, around how to re-engage students and families when attendance is a barrier to school success. Community Engagement Boards bring together community resources, and school district staff with families to provide additional support that address attendance barriers.



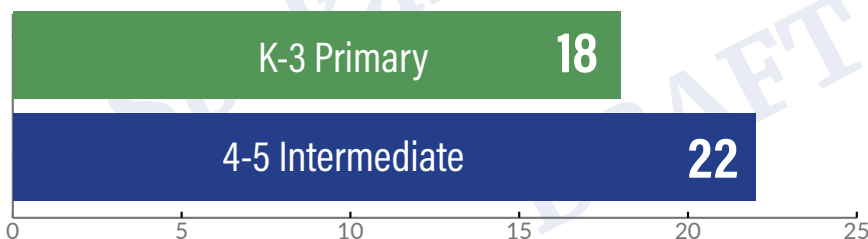
## BELOVED COMMUNITY COACHES

Implementing Beloved Community Coaches in the fall 2024 to provide a team of staff members that assist with mediation, restorative practices, professional development and capacity building of staff and addressing racial incidents.



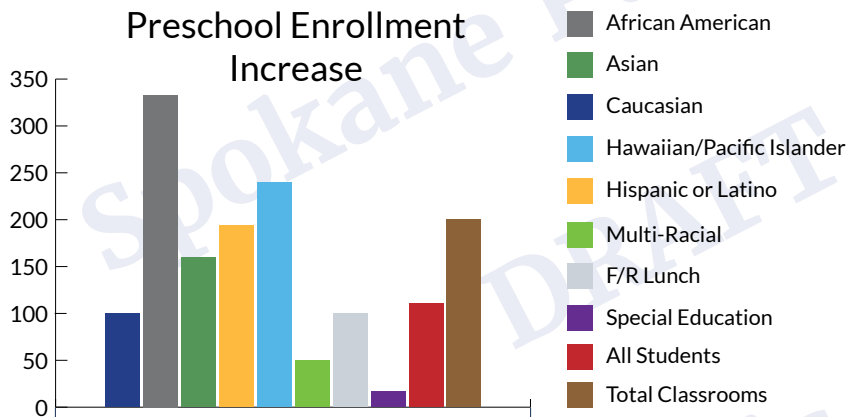
## LOW CLASS SIZE

Implemented historically low elementary class sizes moving average:

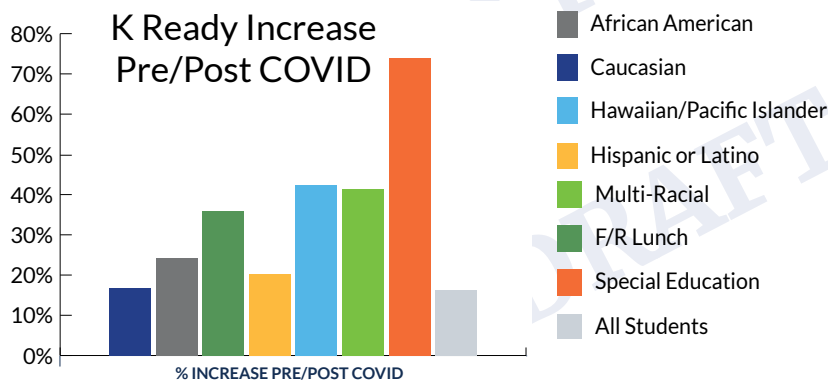


## EXPANDING EARLY LEARNING

Increased preschool enrollment by 110 percent made possible by devoted funding and resources to classroom and staffing expansion

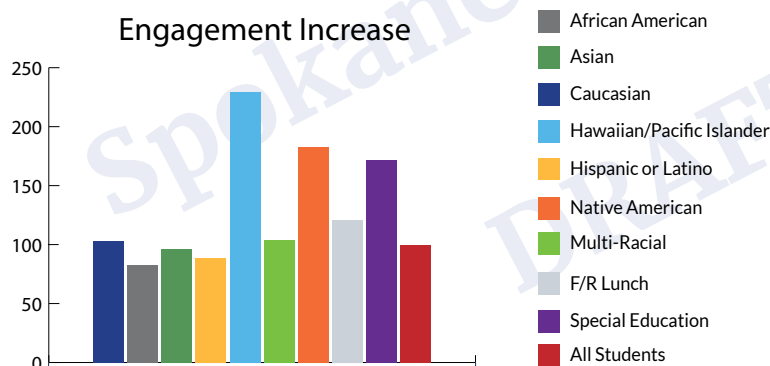


Investments in early learning has significantly increased kindergarten readiness for students of color from fall of 2019 (pre-pandemic) to fall 2023.



## EXTRACURRICULAR ACTIVITIES

Participation by students of color in extracurricular activities has increased by 96% since 2019



**BE IT FURTHER RESOLVED**, that Spokane Public Schools will prioritize resources and training to ensure high levels of inclusion for students with disabilities

*Continue inclusionary practices pilot and invest professional development and resources moving forward*

## INCLUSIONARY PRACTICES

District leadership is continuing the facilitation of the [long-range inclusion plan](#) developed in the 2021-2022 school year. This has included ongoing participation in OSPI's Inclusionary Pilot Program Schools as well as district-wide training on Universal Design for Learning (UDL), which focuses lesson planning on the needs of individual students and represents a key strategy for inclusion.

Inclusion rates of students receiving special education services have increased by 26 percent since 2020.

District schools have been participating in the inclusionary pilot project and Chase MS has been identified as a lighthouse school.

▶ **26%**  
**INCREASE**  
IN INCLUSION  
RATES

## INCREASING INCLUSION THROUGH PROFESSIONAL DEVELOPMENT

Staff have completed 320 hours of Universal Design for Learning professional development.

The special education department has been committed to providing professional development to staff focused on increasing access and opportunity for students with disabilities.

CO-TEACHING BUILDING  
DIGITAL EQUITY  
INCLUDING FAMILIES IN THE IEP PROCESS  
GOALBOOK TOOLKIT  
LEGAL BASIS FOR SUPPORTING STUDENTS WITH DISABILITIES  
WHY INCLUSION MATTERS  
ZOOMING IN AND OUT OF INCLUSIONARY PRACTICES

▶ STAFF COMPLETED  
**320**  
**HOURS**  
OF UNIVERSAL  
DESIGN FOR  
LEARNING



▶ watch SPS here

Check out hundreds of inspiring and informational videos featuring SPS staff and students, like this conversation with Sacajawea's living family.

[Click here to watch](#) or visit [vimeo.com/spokanepublicschools/sacajawea](https://vimeo.com/spokanepublicschools/sacajawea)

## CRISIS PREVENTION INTERVENTION

Designed Instruction and Behavior Intervention teachers annually participate in CPI training.

Staff have completed over 5000 hours of Crisis Prevention Institutes Nonviolent Crisis Intervention training focused on trauma informed de-escalation and crisis management strategies.

The development of program standards for Behavior Intervention, Designed Instruction and ABLE, includes a focus on access to general education classrooms. Staff receive training on these program standards through Special Education Program SPS Courses.

Over 1000 paraeducators have been trained in over 11,000 hours of professional development

STAFF COMPLETED  
**5000**  
HOURS  
OF CRISIS  
PREVENTION  
TRAINING

## INCLUSION AS A BUDGET PRIORITY

The Special Education budget reflects the district's commitment to inclusion and equity for students with disabilities with a 38% increase since 2018.

With the hiring of program coaches for Behavior Intervention, Designed Instruction, ABLE, Comprehensive Intervention, and Resource Room, more targeted professional development has been created and delivered focusing on curriculum implementation, UDL, and inclusionary practices. (initiated 23-24)

Invested in training and resources to eliminate isolation and reduce incidents of restraint by 81% since 2019.

**38%**  
INCREASE  
IN SPECIAL  
EDUCATION FUNDS

## UNIFIED SPORTS

Spokane Public Schools participates in the Special Olympics Unified Sports Program. Unified Sports pairs students with disabilities and those without as teammates. Students in our area high schools have participated in many sports including Bowling, Basketball, Soccer, Pickleball, and Softball. Students compete against teams from other SPS schools and schools from other surrounding districts.

**81%**  
REDUCTION  
OF INCIDENTS OF  
RESTRAINT



**BE IT FURTHER RESOLVED**, that Spokane Public Schools will establish systems and structures to ensure all students have equitable access to technology and are able to access distance learning

*Propose new technology access model by June 24, 2020*

---

## STUDENT DEVICES

Student 1:1 device model has been implemented for all students in grades K-12. Individual classrooms and schools are utilizing take-home protocols for students to increase access for students. District Leadership is actively working to enhance infrastructure and resources to support the volume of devices and usage rates. This includes implementation of security strategies, help-desk refinements, and a new device repair model. In addition, ongoing professional development opportunities and digital curriculum options are being utilized to further increase integration with instruction.



**BE IT FURTHER RESOLVED**, that Spokane Public Schools will work with their Spokane Education Association (SEA) and Campus Resource Officer (CRO) partners to come to an agreement that will eliminate employees' ability to arrest students

*Work through the summer with community partner input to develop new safety strategy to be in place when students return in the fall of 2020*

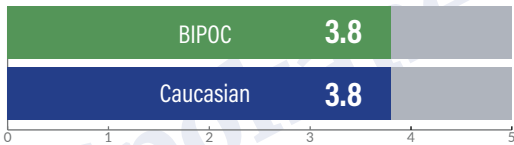
## SAFETY MODEL

District Leadership has facilitated the implementation of a new safety model, which has included a MOU agreement with the Spokane Education Association and creation of Safety Specialists. Overall safety staffing has been increased with the implementation of the Campus Safety Specialist Model.

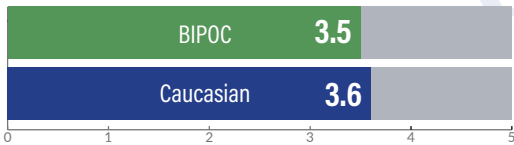
## PERCEPTION OF SAFETY

Students take the Student Safety Survey in the fall. Below are the average responses for students by grade band for the fall of 2023. There is no statistical difference in perception of safety between students of color and Caucasian students.

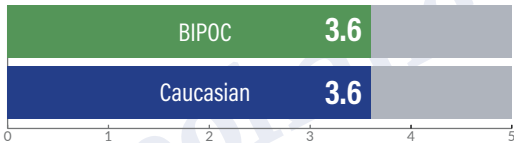
### ELEMENTARY SAMPLE SIZE 4700



### MIDDLE SCHOOL SAMPLE SIZE 4000



### HIGH SCHOOL SAMPLE SIZE 3900



**BE IT FURTHER RESOLVED**, that Spokane Public Schools will establish ambitious goals for increasing work-force diversity and will invest resources in recruitment and retention strategies

*Hire Person of Color-Led Consulting Company with established experience in diversifying employee pools in large organizations; address all recommendations (with community feedback)*

---

## INCREASING WORKFORCE DIVERSITY

Spokane Public Schools has made significant progress in improving workforce diversity over the past few years. The percentage of building administrators of color has seen a remarkable increase of 167% since 2019. Additionally, the percentage of certificated staff of color has shown a 35% increase since 2019. The commitment to diversity is evident in the application pool as well, with a notable 35% increase in the percentage of applicants of color. These statistics reflect the district's ongoing efforts to create a more inclusive and representative workforce.

- » Percentage of building administrators of color = 167% increase since 2019 (6 to 16)
- » Percentage of certificated staff of color = 35% increase since 2019
- » Percentage of extracurricular staff of color = 56% since 2019
- » Percentage of applicants of color = 35% increase since 2019
- » Percentage of applicants of color for classified positions = 37% increase since 2019

The attrition rate (exiting district for retirement/resignation) is not statistically different between staff of color and Caucasian staff:

- » Staff of Color Annual Attrition Rate Since 2019 – 7%
- » Caucasian staff annual attrition Rate Since 2019 – 7%

## ELD LANGUAGE SPECIALISTS

The ELD Department posted/hired positions for Language Specialists and Bilingual Specialists that represent multilingual student populations; Posted/hired Language Access position to review, critique, and oversee language access processes for SPS.

▶ **37%**  
**INCREASE**  
IN APPLICANTS OF  
COLOR FOR  
CLASSIFIED  
POSITIONS

▶ **7%**  
**ATTRITION**  
**RATE**  
FOR BOTH STAFF  
OF COLOR AND  
CAUCASIAN STAFF

## BE IT FURTHER RESOLVED, that Spokane Public Schools will enhance the process for receiving and addressing student and family concerns around reported racial discrimination

*Formal strategies will be developed and communicated to families to address issues related to racial discrimination with community feedback*

## POLICY AND PROCEDURE UPDATES

Revised language for [Policy](#) and [Procedure](#) 3210 (Nondiscrimination) has been developed and adopted by the School Board. District Leadership is providing ongoing training to building administrators regarding the process and best practices for responding to reports of racial discrimination. In addition, the Department of Family and Community Engagement facilitated a community forum on equity and race in the district and is working to refine data collection to monitor progress

## REPORTING AND PROGRESS MONITORING

Implemented anonymous reporting tool (Let's Talk) and developed visuals that are posted throughout schools for students and staff

Since 2022, there have been 19 reports of discrimination via Let's Talk that have been followed up on by staff.

The Department of Family and Community Engagement provides support when an issue related to racial discrimination needs to be addressed. As an example, from January through May of 2023 the DFCE followed up and provided guidance and support on 75 cases/incidents that had been reported.



*Check out what's going on at SPS on our social channels, like this post about IDEA Day celebrating 45 years of support and services to youth with disabilities.*



**BE IT FURTHER RESOLVED**, that Spokane Public Schools will ensure oversight of exclusionary discipline

*The Office of Family and Community Engagement and Student Services will develop an Ombudsperson process to evaluate all long-term suspensions and expulsions and to partake in all Tier III re-entry meetings to ensure a safe and successful return to the classroom environment.*

---

## CLUBS AND ACTIVITIES

A model has been developed to outline options for secondary and elementary schools. An example of Multi-Cultural Clubs includes:

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| Refugee Connections              | Beading Club                          |
| Spanish Club                     | You Club                              |
| Islanders Club                   | MeChA/Sola                            |
| Step Club                        | Marshallese Heritage                  |
| International Club               | Language After School Program         |
| Marshallese Club                 | Native Title III After School Program |
| Nk'wu Nation Native Student Club | SWAG                                  |
| Salish Culture Club              | GSA                                   |
| Powwow Leadership Club           | Amnesty International                 |



## ENGAGEMENT ACTIVITIES AND TOPICS

Students can engage in a vast variety of topics and activities throughout SPS when attending one of our multi-cultural clubs or activities. Examples include but are not limited to:

- Immersive Cultural Studies
- Cooking, and Language Building
- Guest Speakers sharing their lived experiences
- Celebrations of language and culture
- Music, Art, Dancing, and Drama
- Histories, storytelling
- Current events/laws/policies
- College Visits

## BLACK STUDENT UNION

### ACTIVE BSU

Each comprehensive high school has an active BSU that meets regularly

Ferris High School *Shon Davis*

Rogers *Shon Davis*

Lewis and Clark High School  
*Dexter Davis*

Shadle Park High School  
*James Alexander*

North Central High School (Shades  
Club) *Shamerica Nakamura*

## AFTER SCHOOL PROGRAMMING AND CLUBS FOR NATIVE AMERICAN STUDENTS

High School Indigenous Leadership Clubs have been developed at Rogers, Lewis and Clark, Ferris, and Shadle Park High Schools.

Native Title III/VI pilot programs have been developed and implemented at Shaw, Garry, and Rogers.

Attendance has doubled at Elementary School afterschool programming for Native American students at Bemiss, Grant, Stevens, and Willard.

## FIELD TRIPS AND EXPERIENCES

Spokane Public Schools provides a variety of opportunities for students of color and those from typically underserved populations with access and the opportunity to engage with experiences and events that connect them to the larger community. Many of the experiences and events are designed to support students as they pursue their post-secondary goals.

Young Men Achieving Destiny (YMAD)

Ladies Investing in Noble Character (LINC)

Snow School

Get Connected (Various Local Colleges and Universities Yearly)

NAACP Health Committee and Rogers Health Equity Partnership Fieldtrips

- » Providence Sacred Heart Medical Simulation Lab Tour
- » WSU Science Anatomy Lab Tour
- » Medical Professional Visitations to Rogers
- » Gleason Institute of Neurological Science Tour

Northwest Passages Book Club- The Black Lens- Spokane Black Voices Symposium

Color of Justice Conference

College Success Foundation Student and Family Nights

Black College Expo

Native Ed – STEM Careers @ West Central Community Center

Native Ed Advisory Class Visit to Eastern Washington University

Women in the Skilled Trades Events

Feast World Kitchen Field Trip and Culinary Experience

Host Powwow for School Community

Performance of “I Have a Dream” at a Local church

MLL/ELD Aspire Field Trip to EWU

Manit Day



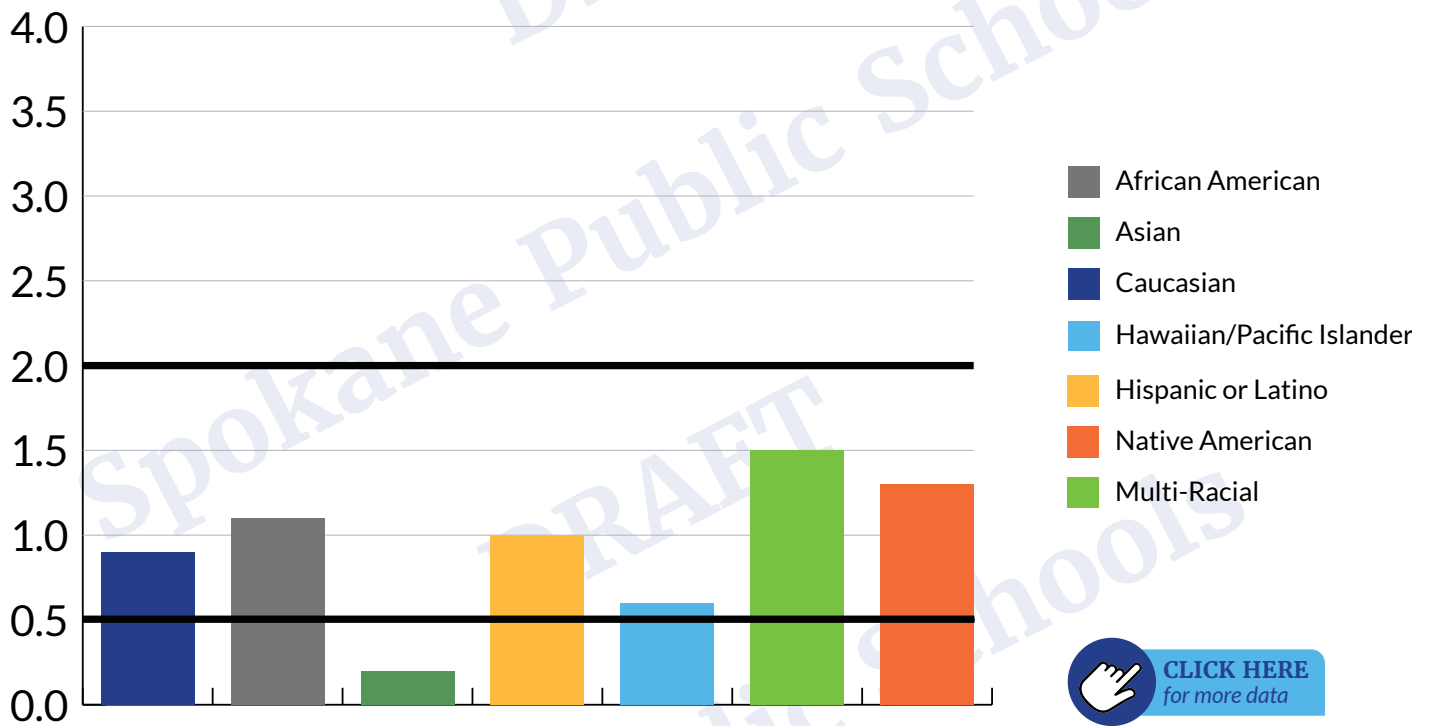
**BE IT FURTHER RESOLVED**, that Spokane Public Schools will ensure oversight of exclusionary discipline

The Office of Family and Community Engagement and Student Services will develop an Ombudsperson process to evaluate all long-term suspensions and expulsions and to partake in all Tier III re-entry meetings to ensure a safe and successful return to the classroom environment.

## EXCLUSIONARY DISCIPLINE OVERSIGHT

A [district ombudsperson process](#) has been developed and implemented for students and families. This involved providing training for community ombudspersons and calibration with district administrators on the process. There have been up to four community ombudspersons who have served the district.

### Exclusions Disproportionality



# SPS STORIES

Fresh Soul serves a side of life skills to student interns <https://youtu.be/EvZYGCmDJdM?feature=shared>

Building Bridges: The Department of Family & Community Engagement <https://youtu.be/UMvoG61xstI?feature=shared>

Shadle Park students celebrate, march for women's rights [https://youtu.be/W\\_mWmx3EtOc?feature=shared](https://youtu.be/W_mWmx3EtOc?feature=shared)

Mother of special education student: SPS supports help my son thrive at school <https://youtu.be/pN94ylwmFPs?feature=shared>

Simple mantra powers special ed teacher through challenging year <https://youtu.be/Lk4fU0r-Mww?feature=shared>

What every sighted person should know about blindness <https://youtu.be/F5z6fQE79ml?feature=shared>

Honoring Hispanic Heritage: Board Director Nikki Lockwood <https://vimeo.com/597411765?share=copy>

Equity in Spokane Public Schools: Past, present, future <https://vimeo.com/605200089?share=copy>

Finch friends, survivors, share experience with childhood cancer <https://vimeo.com/606019097?share=copy>

School employees: Your work matters. <https://vimeo.com/623658740?share=copy>

Frances L.N. Scott Elementary celebrates new name, new beginnings <https://vimeo.com/639747618?share=copy>

Honoring Native Heritage: Board Director Jenny Slagle <https://vimeo.com/641681058?share=copy>

Pratt Academy provides a personalized community for learning <https://vimeo.com/659133616?share=copy>

Traveler the therapy dog brings daily comfort to Longfellow Elementary <https://vimeo.com/680176300?share=copy>

Eliza Dragomir reads morning announcements at Arlington Elementary  
<https://vimeo.com/686464424/53154ae7a9?share=copy>

SPS breaks ground on Carla Olman Peperzak Middle School <https://vimeo.com/689495367?share=copy>

College Success Foundation celebrates student success <https://vimeo.com/708689837?share=copy>

'YMAD' gives Shadle students tools and support for success <https://vimeo.com/718064042?share=copy>

The SPS Promise: A dream, access, & opportunity <https://vimeo.com/742399942?share=copy>

What's a 506 Form? A short explainer for SPS staff <https://vimeo.com/753709679/9d43fb4f43?share=copy>

SPS Native Education offers space for cultural reconnection <https://vimeo.com/spokanepublicschools/nativeed?share=copy>

Future Peperzak Middle School students hear school namesake share her story <https://vimeo.com/763910083?share=copy>

SPS Dept of Family & Community Engagement: Creating Beloved Community <https://vimeo.com/764348387?share=copy>

What does your Native American heritage mean to you? <https://vimeo.com/770770365?share=copy>

Building community: Rogers staff build, gift bikes to neighborhood kids <https://vimeo.com/778544740?share=copy>

HEART student Jaydynn shares what the gift card drive means to her <https://vimeo.com/779314448?share=copy>

SV Supports pushes students past struggles in first year <https://vimeo.com/783371765?share=copy>

The SVA Story: One Size Doesn't Fit All <https://vimeo.com/790622486?share=copy>

Multicultural STEP teams taking shape in SPS high schools <https://vimeo.com/800988604?share=copy>

Black Student Union clubs bring community together at SPS <https://vimeo.com/803211905?share=copy>

SHE Club at Shadle Park High School leads women's march <https://vimeo.com/804056986?share=copy>

How to access Telehealth in Spokane Public Schools <https://vimeo.com/804496040?share=copy>

Shadle Park Pipe Band and Highland Dancers <https://vimeo.com/809941449?share=copy>

YMAD & LINC provide tools and a team to lift students out of anger <https://vimeo.com/812616379?share=copy>

Spanish Public Language Immersion School <https://youtu.be/eLqs8k7006M?feature=shared>

Embracing Culture: Cooper drumming and dance program <https://vimeo.com/815669206?share=copy>

Spaces for success: How NCHS achieved a record high grad rate <https://vimeo.com/823918689?share=copy>

College Success Foundation Signing Day - "What college is doing for me" <https://vimeo.com/827052322?share=copy>

Empowering Young Women Summit 2023 <https://vimeo.com/832750666?share=copy>

Deaf / Hard-of-Hearing community gathers at annual BBQ <https://vimeo.com/833424252?share=copy>

Sacajawea Advanced Engineering class changes the lives of two kids <https://vimeo.com/834202472?share=copy>

SPS partner Providence expands BEST program at Holy Family Hospital <https://vimeo.com/855825883?share=copy>

What does it look like when a school district is built on love? <https://vimeo.com/857657511?share=copy>

Unified Sports and SPS: Promoting Social Inclusion Through Sport <https://vimeo.com/862528342/ed2b75a4c7?share=copy>

Sacajawea: A Conversation with Family <https://vimeo.com/871895687/5965f25521?share=copy>

Toothsavers of Washington promotes dental health in Spokane Public Schools <https://vimeo.com/877527149?share=copy>

SPS students explore the NACAC National College Fair <https://vimeo.com/878360311?share=copy>

Franklin Elementary teachers combine literacy and fitness for English Language Development students <https://vimeo.com/884152963?share=copy>

Rogers High School hosts first ever GSL girls wrestling dual meet <https://vimeo.com/892298213?share=copy>

Celebrating Title IX: The North Central Class of 1978 women athletes finally get their letters <https://youtu.be/WJmGa-1JL-SY?feature=shared>

TIPS partners with UGM to provide meals for students during holiday break <https://vimeo.com/897049905/b59d913760?share=copy>

Longfellow students practice language skills while following the waste stream: <https://vimeo.com/914644144?share=copy>

Hear what our HEART Program does for students: <https://vimeo.com/906131768/settings>

2023 HEART gift card drive supports students like Neijak [https://youtu.be/k\\_g84QjGhg?feature=shared](https://youtu.be/k_g84QjGhg?feature=shared)

2024 Empowering Young Women Summit [https://youtu.be/F\\_f0W6Xsuvs?feature=shared](https://youtu.be/F_f0W6Xsuvs?feature=shared)

Sacajawea Middle School offers a girls only weights club <https://youtu.be/BJWPWyBO9uo?feature=shared>



Spokane Public Schools

# District Key Performance Indicators

*November 15, 2023*

**DREAM ACCESS OPPORTUNITY**

# What is our SPS Promise

Every student has a **dream**, **access**, and **opportunity** for a happy and successful future



## District Commitments

Positive School Culture



Reading by the start of 4th grade or personalized plan



Ready for Algebra by the start of 9th grade or personalized plan

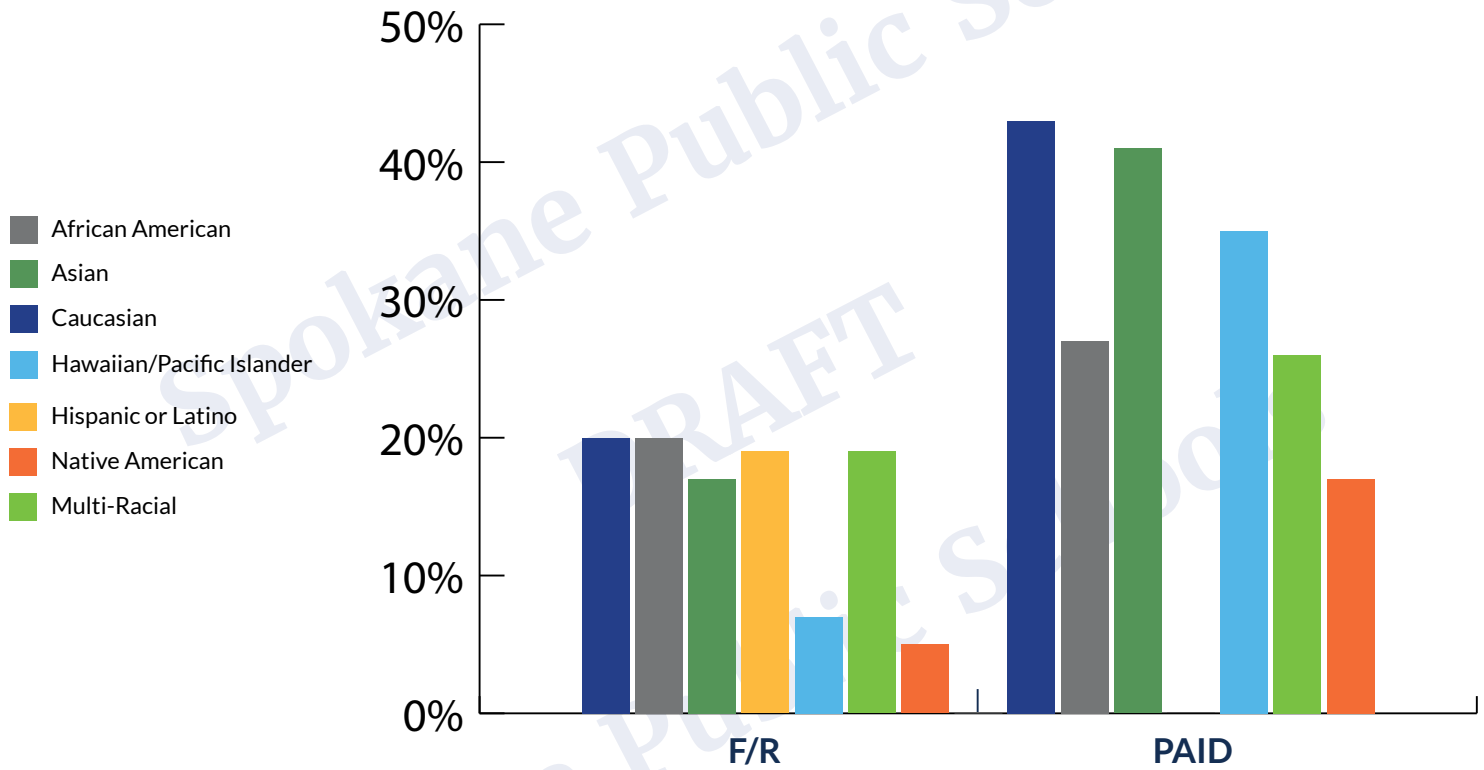


Graduate with a plan and next step experience

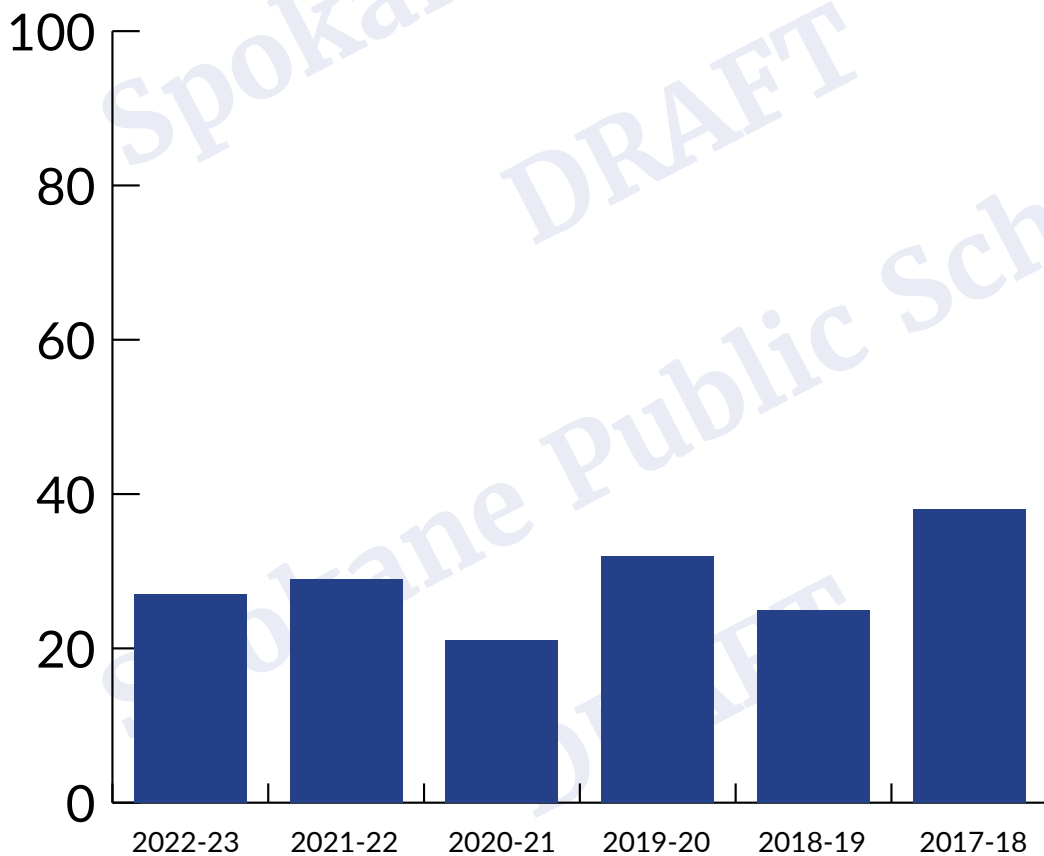
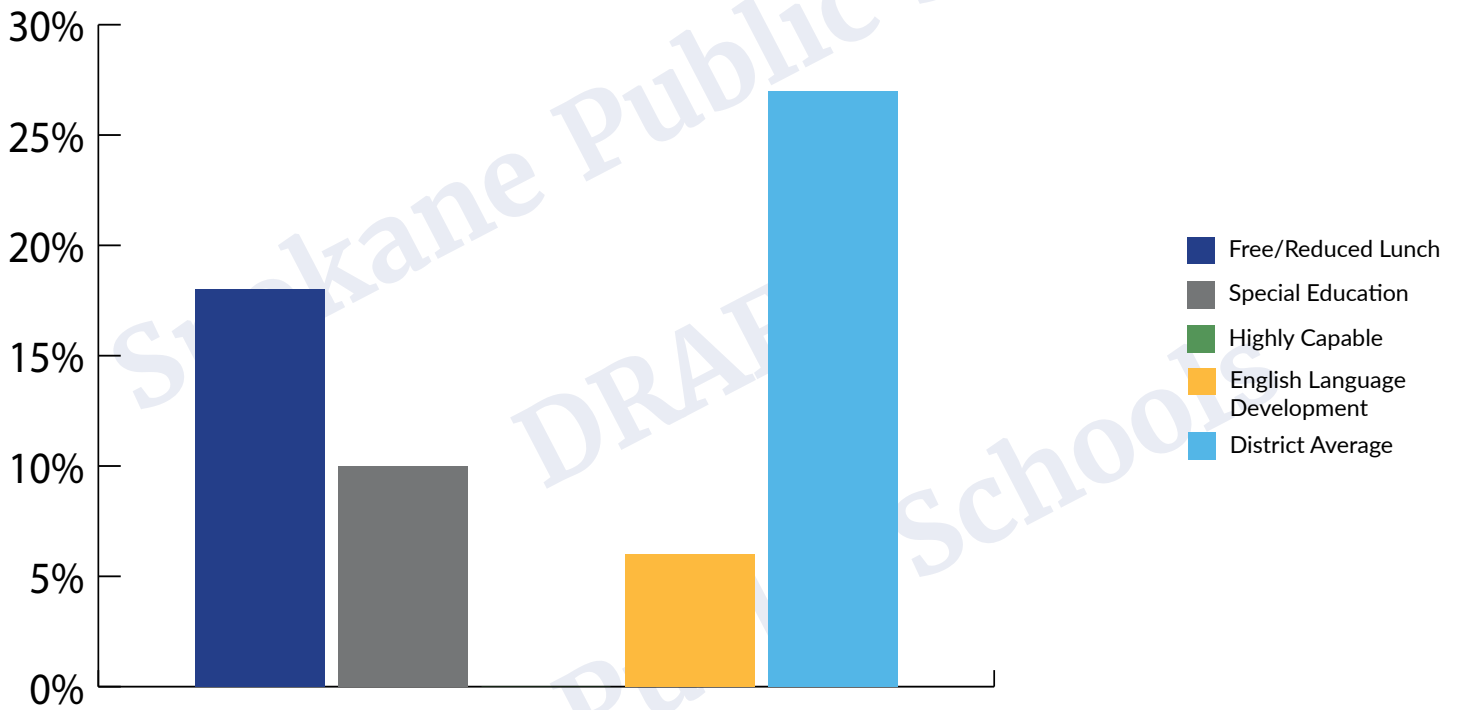


# Elementary Indicators

Indicators	Performance	Goal
Math Growth	7.4/12.9	9.0
Literacy Growth	8.0/10.1	9.0
Kindergarten Readiness	27%	35%
Life Skills Attributes	3.7	3.8
School Climate	3.8	3.9
Engagement	31%	36%

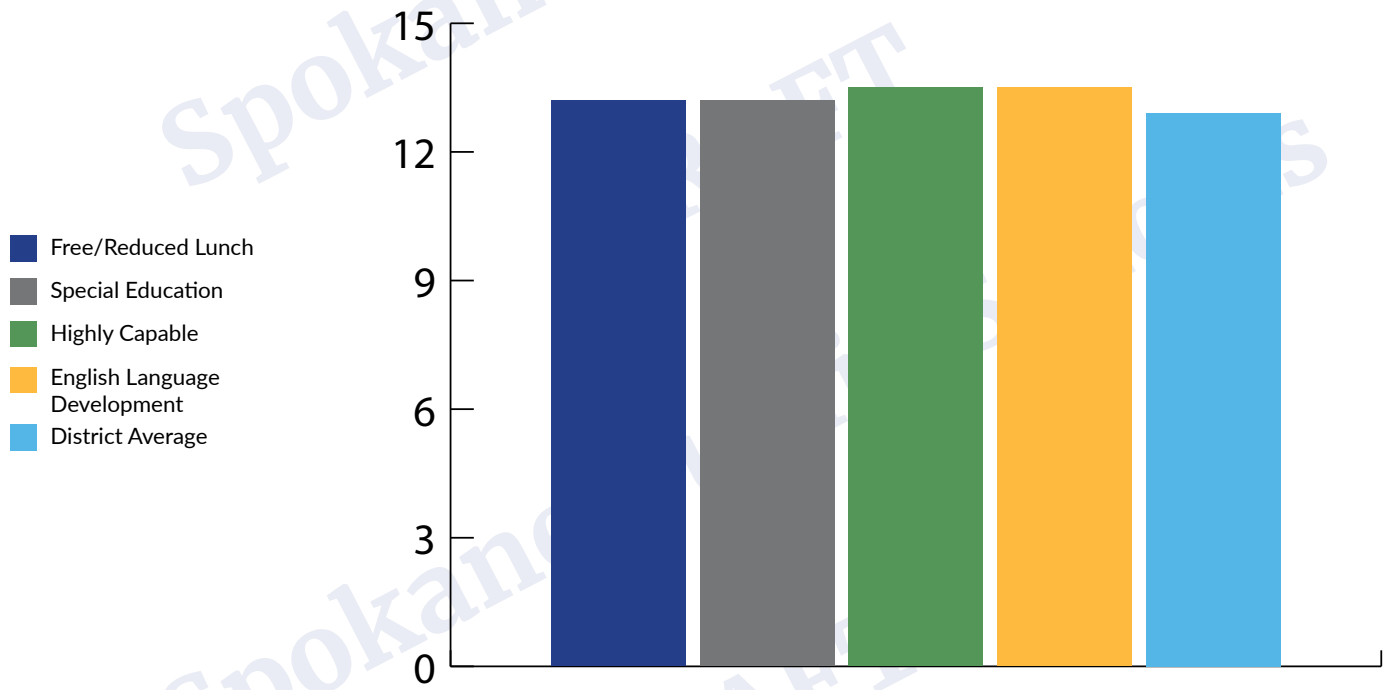
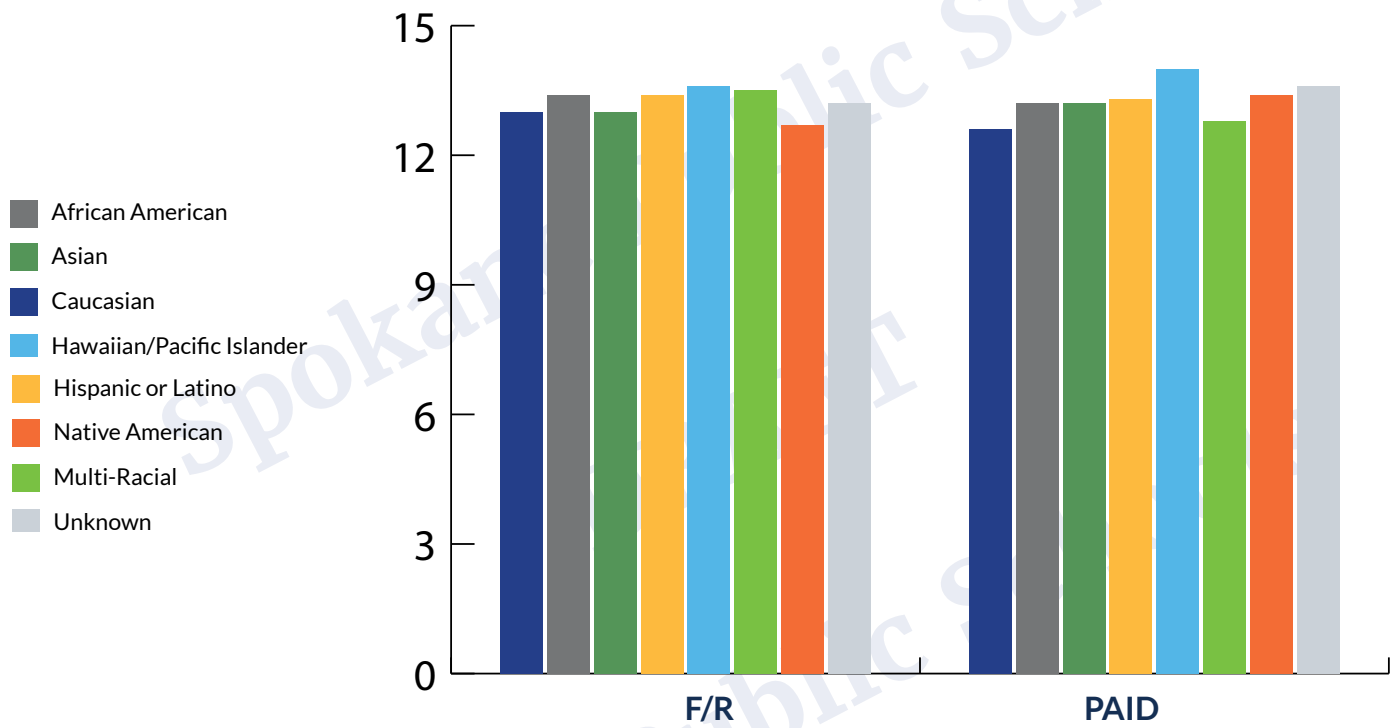


# Kindergarten Readiness



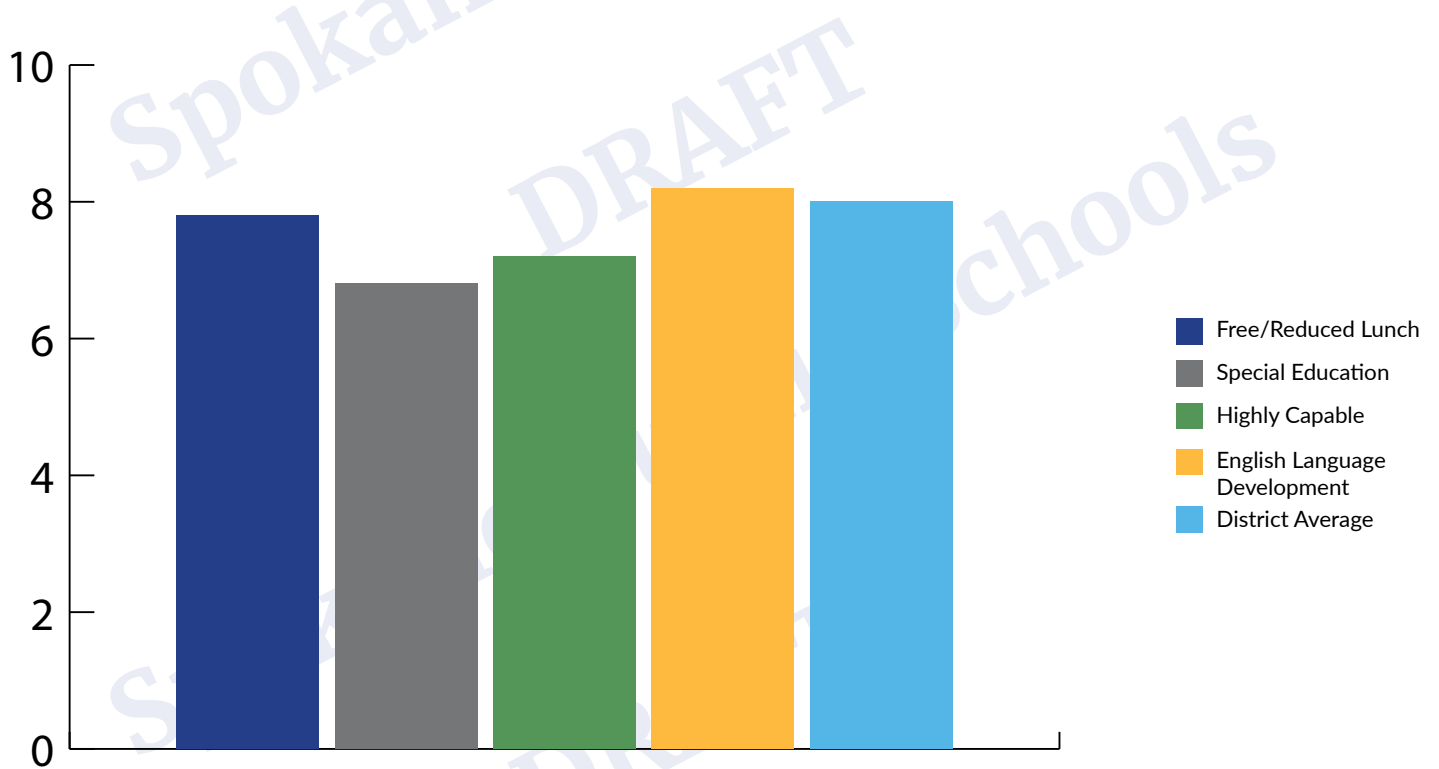
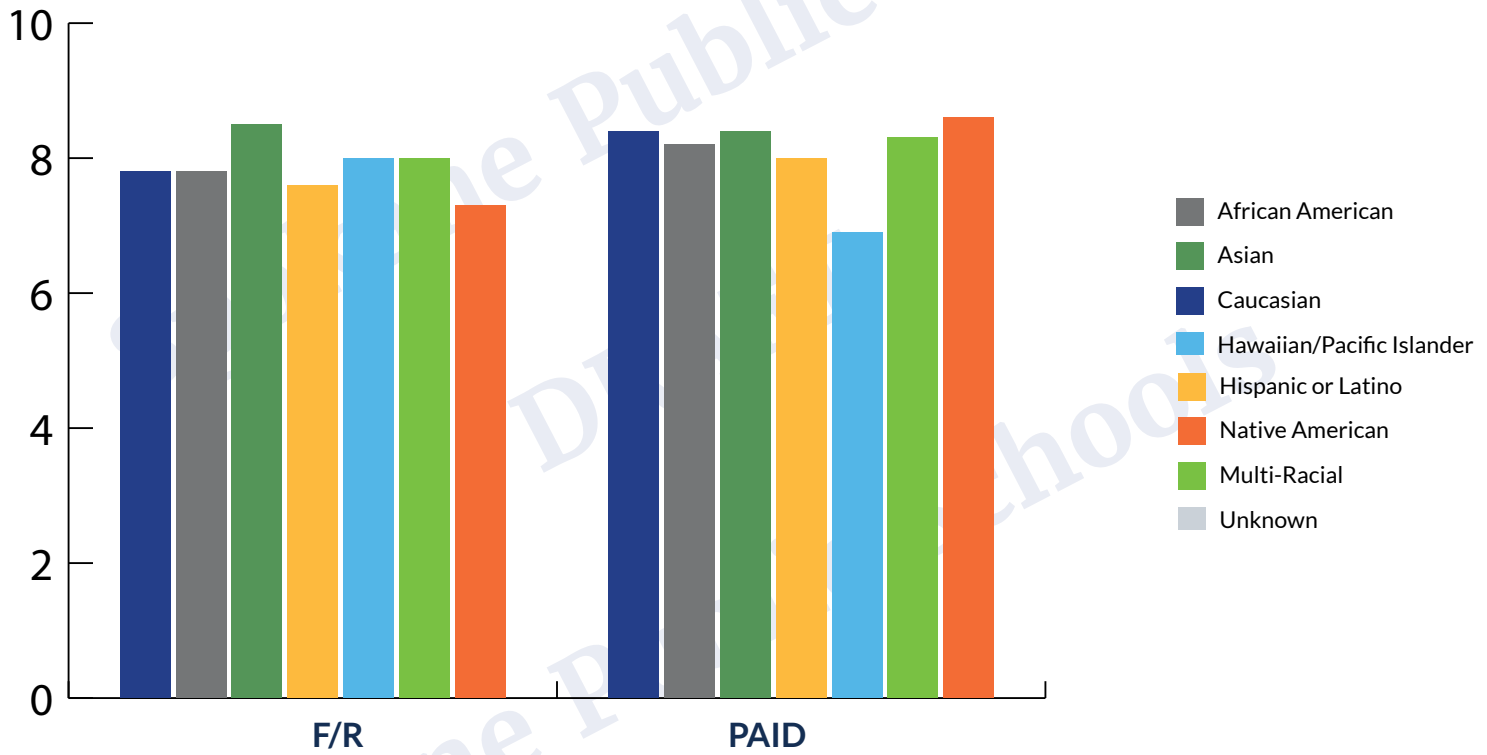
# Elementary Literacy Growth

## Satisfactory Participaton



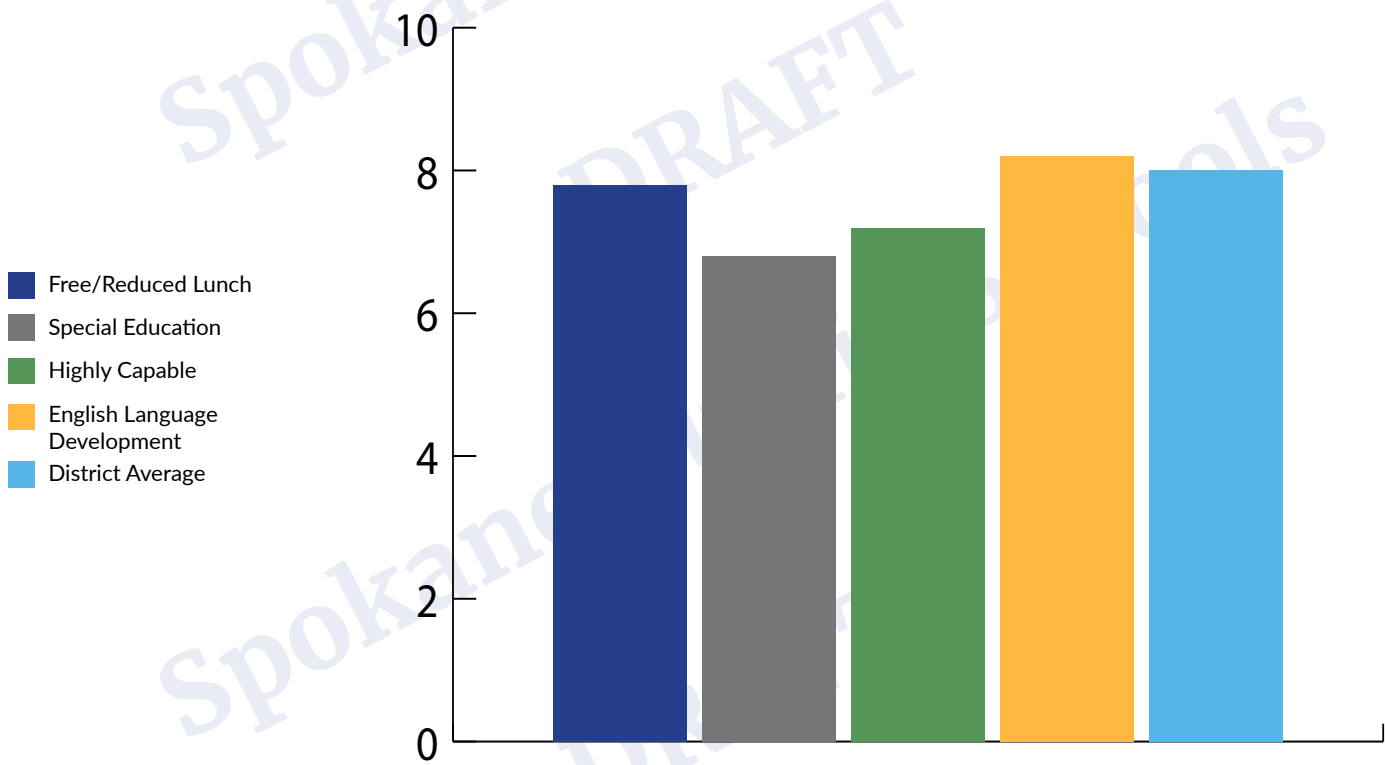
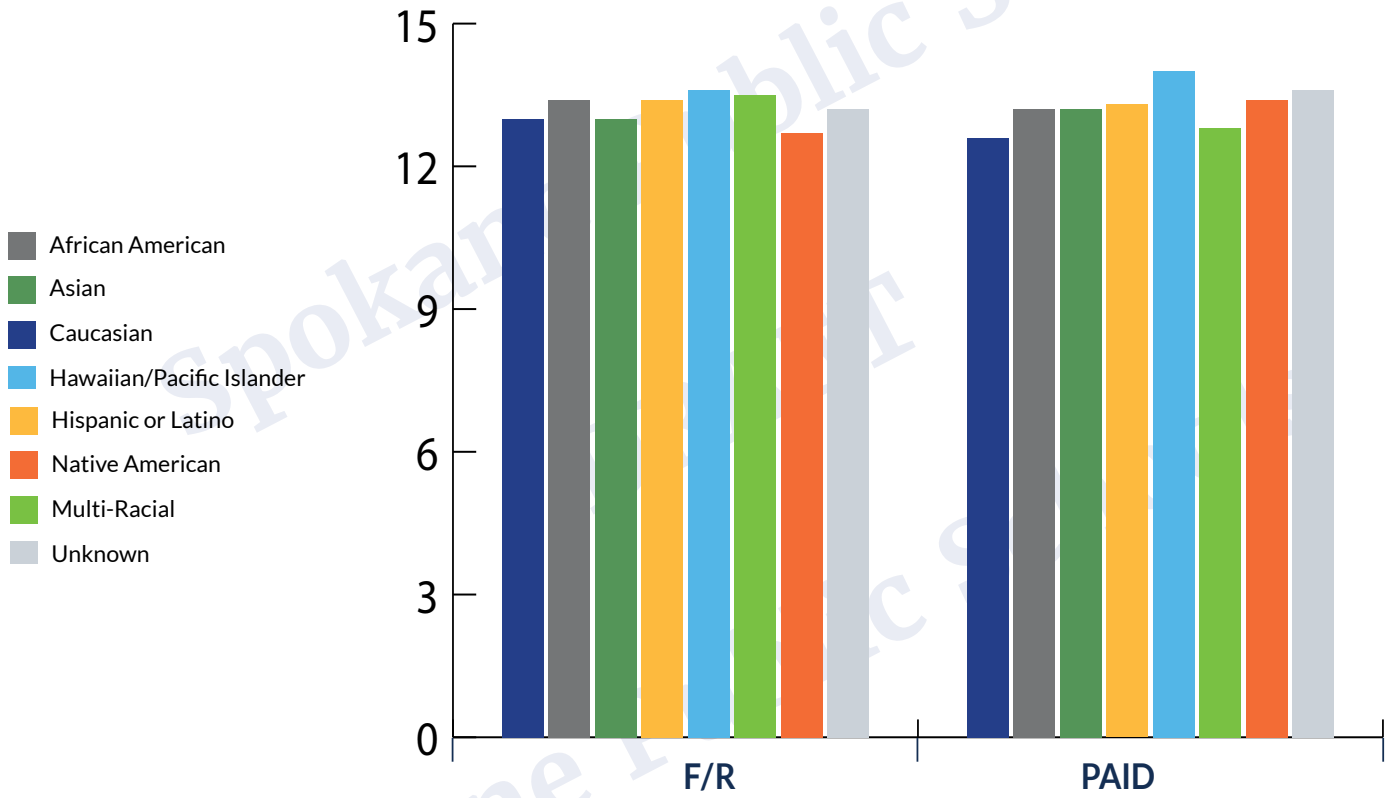
# Elementary Literacy Growth

All



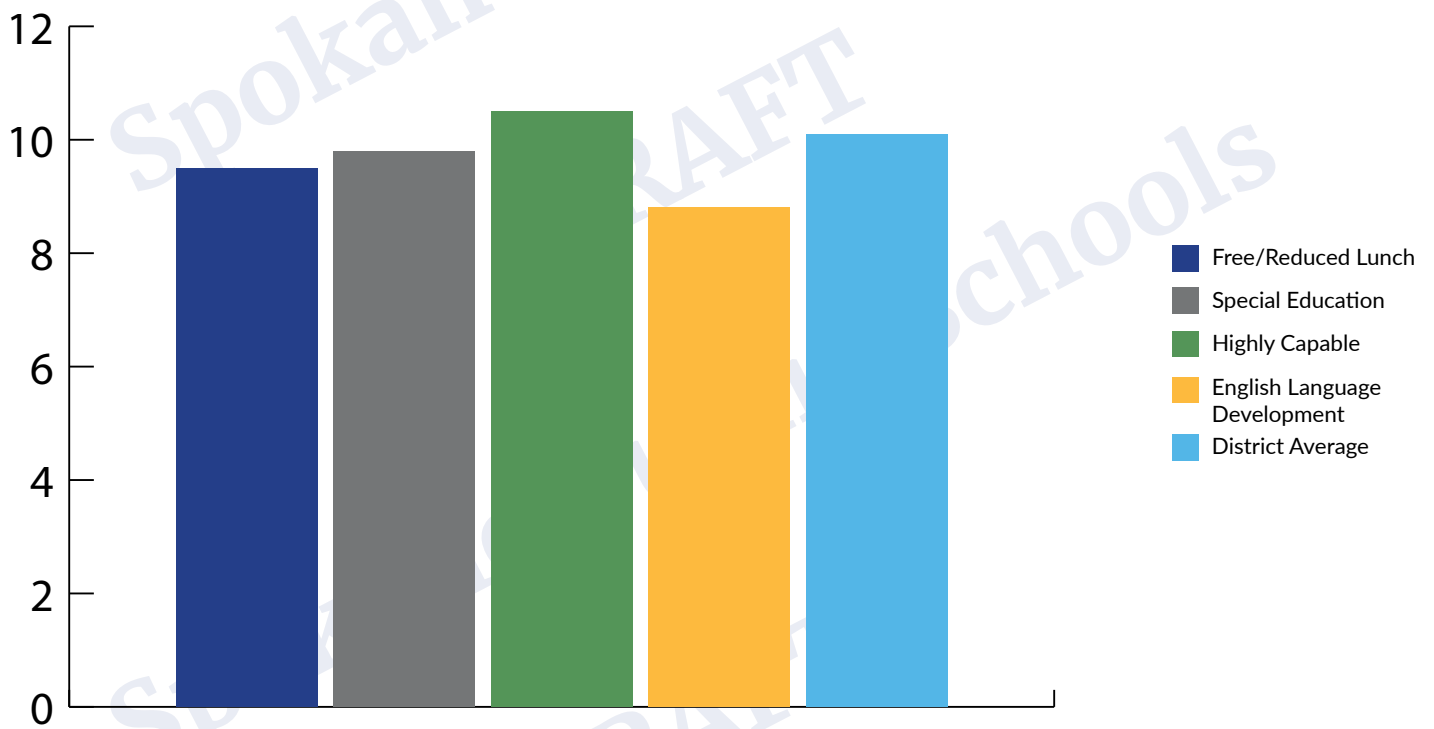
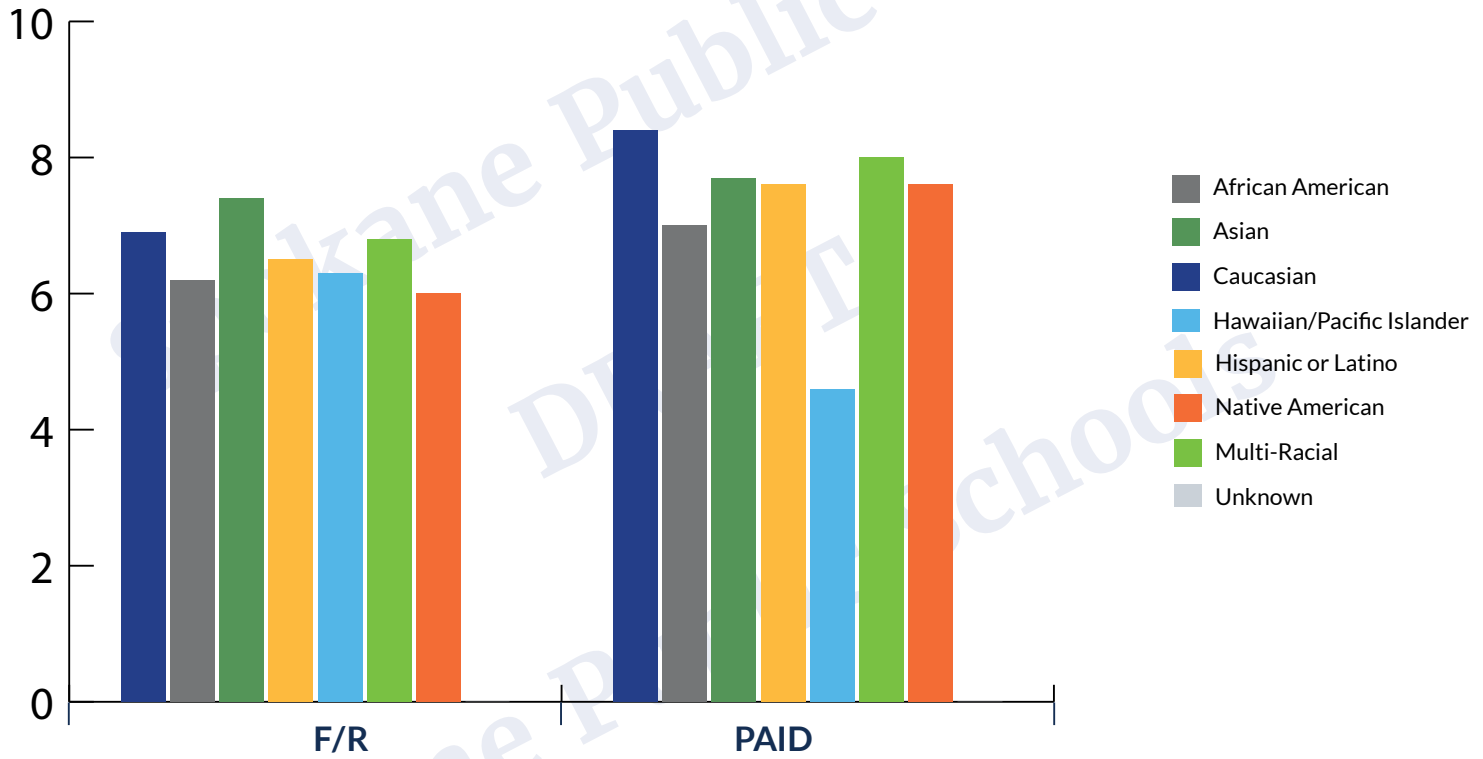
# Elementary Math Growth

## Satisfactory Participation

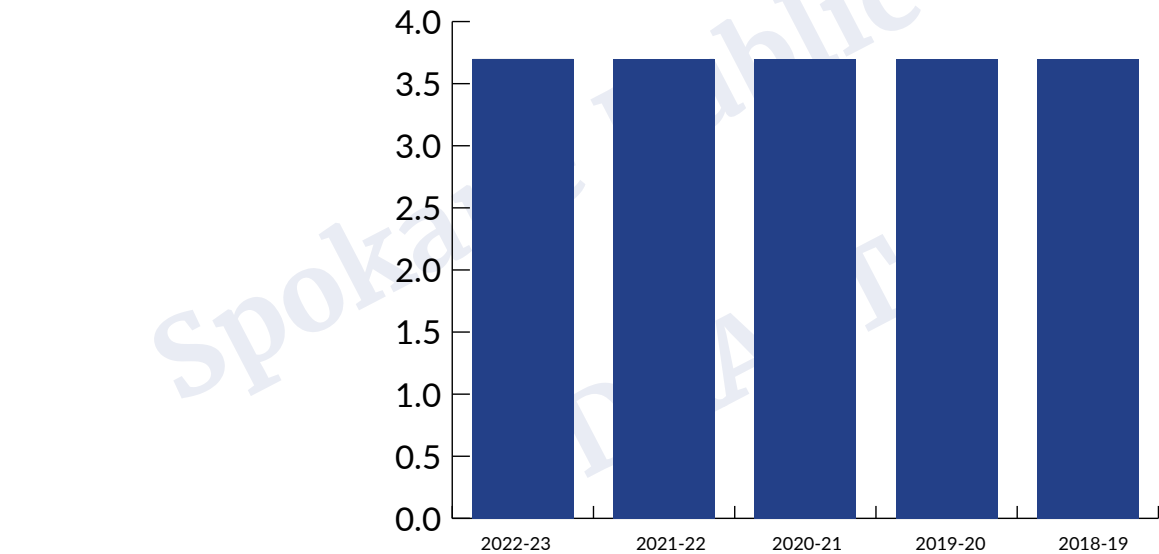
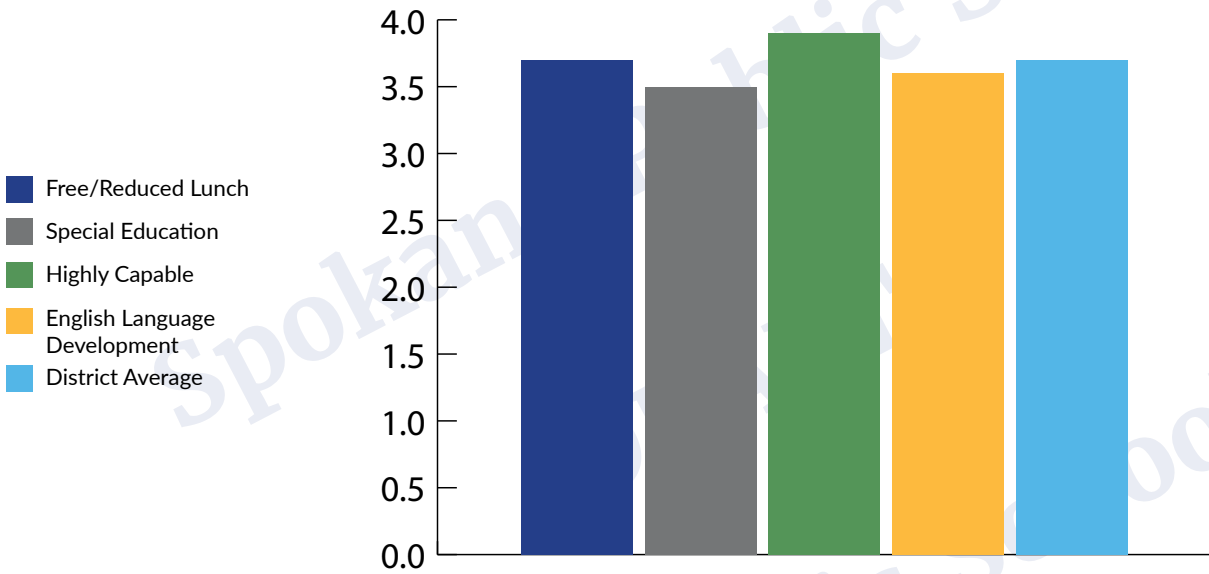
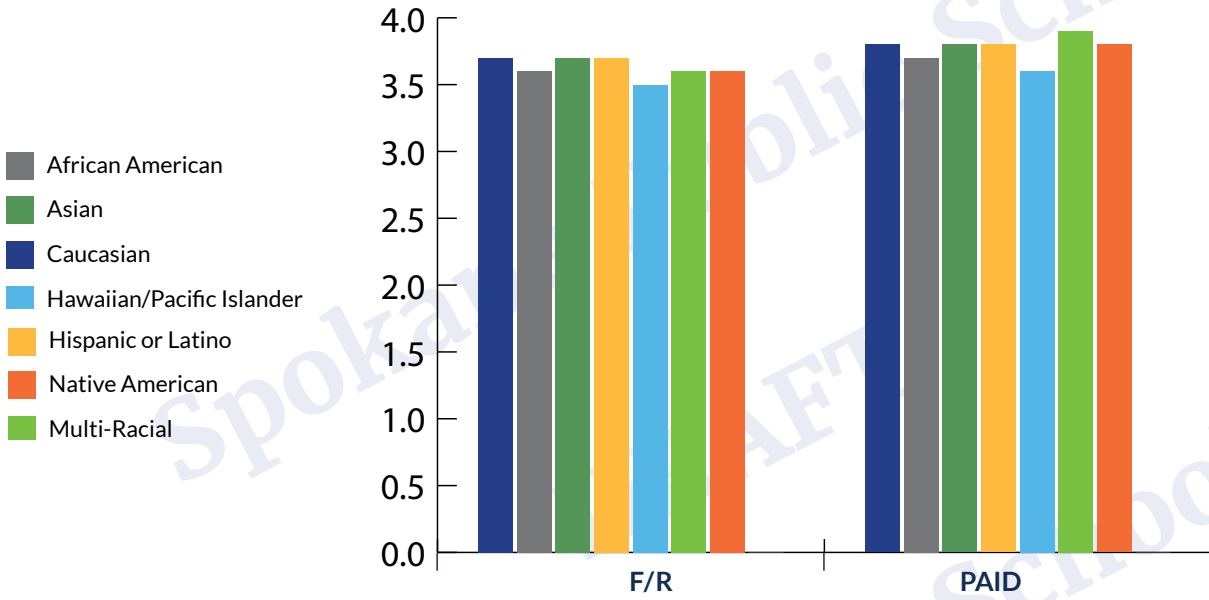


# Elementary Math Growth

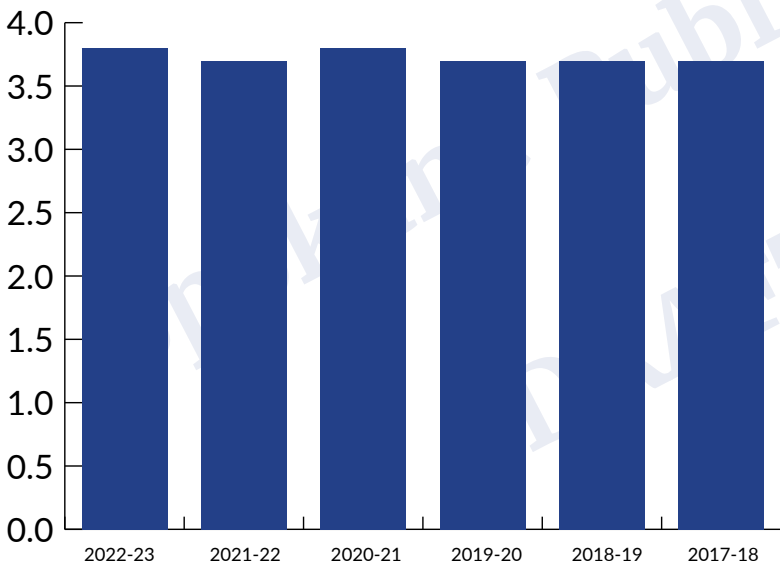
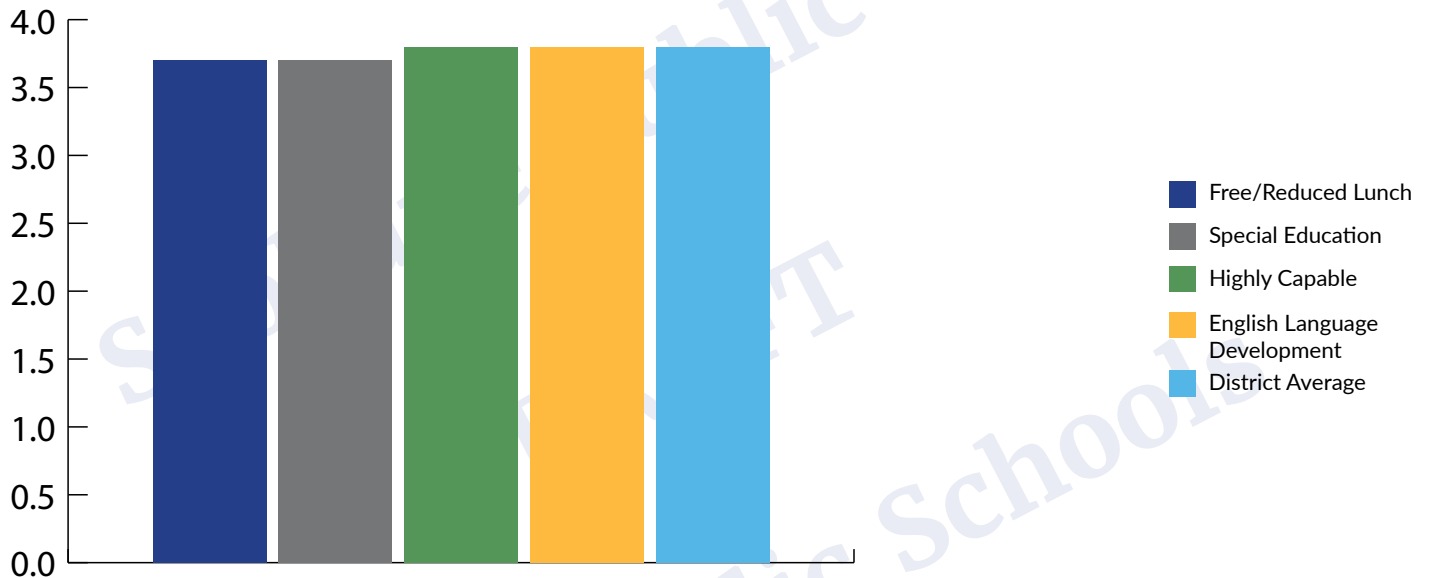
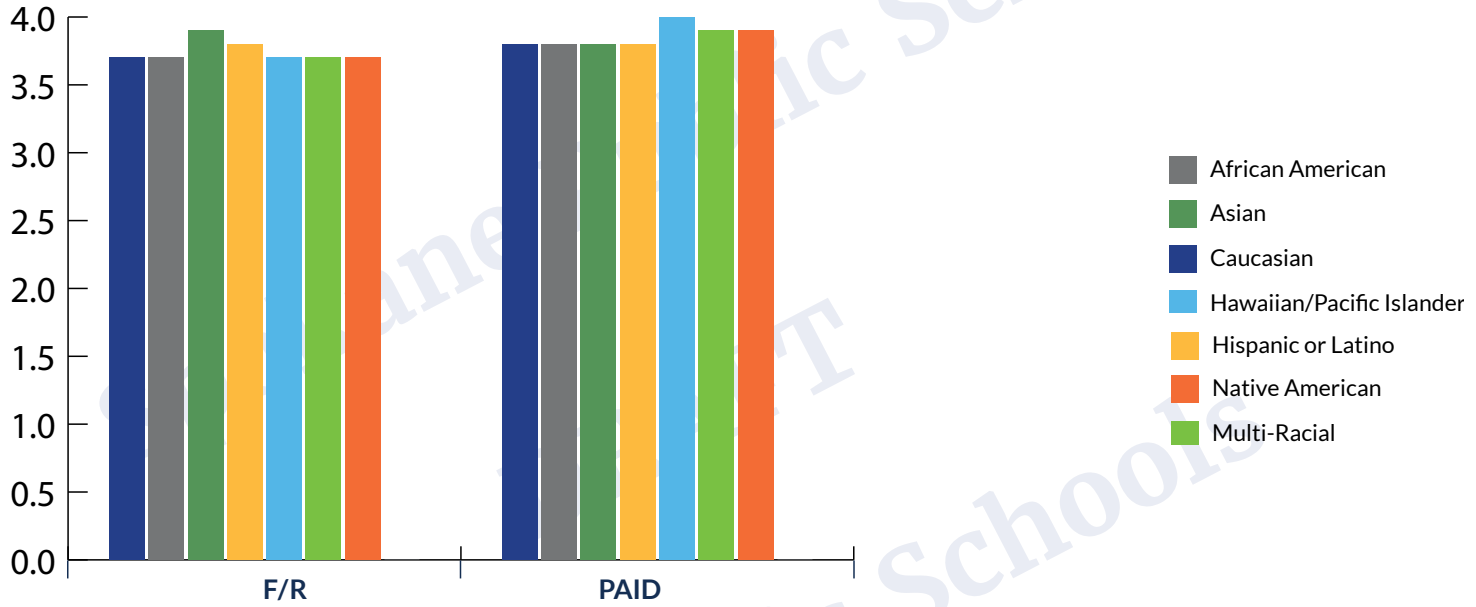
All



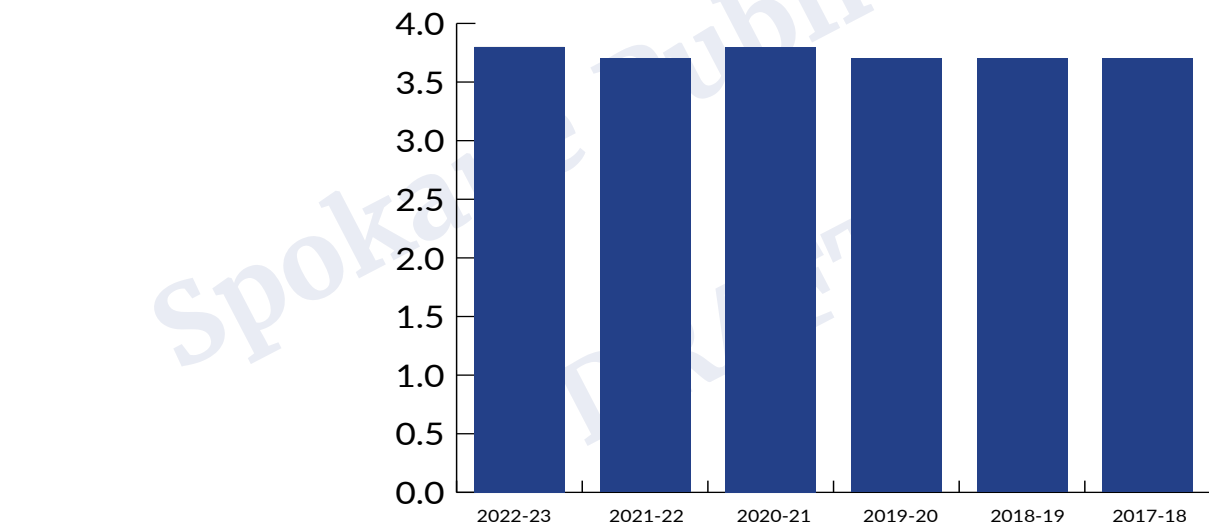
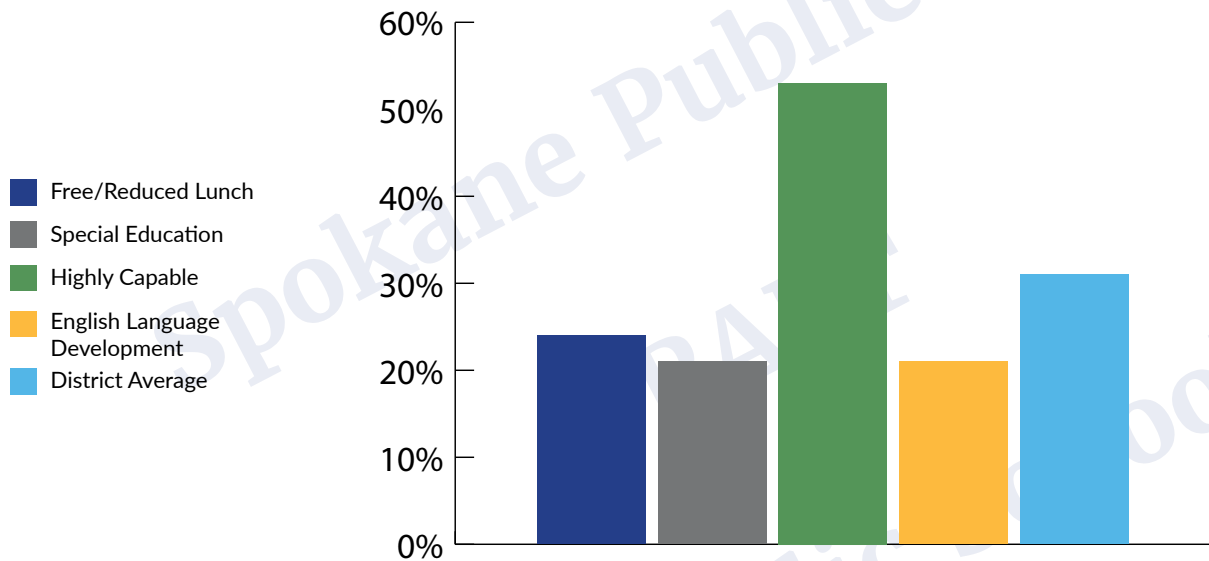
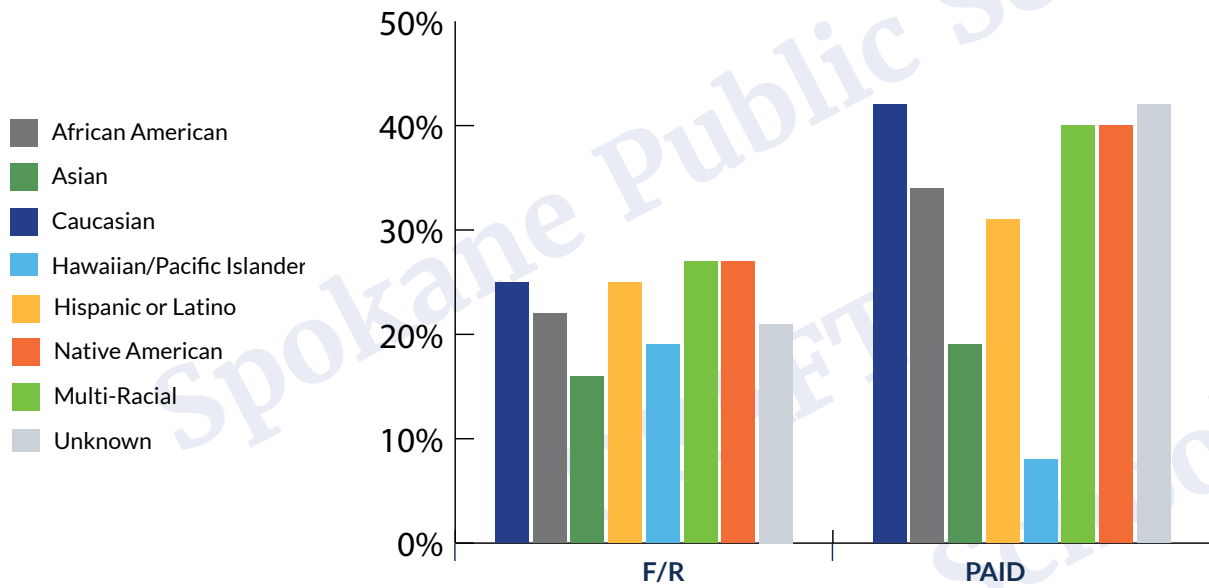
# Elementary Life Skills Attributes



# Elementary School Climate



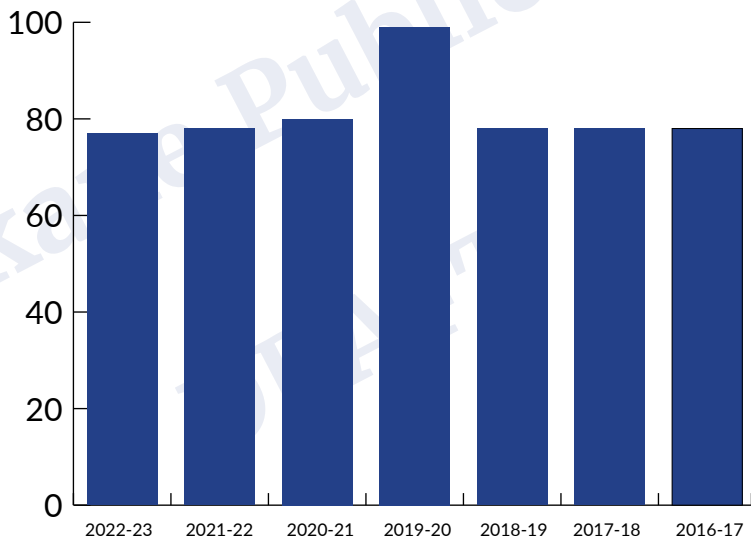
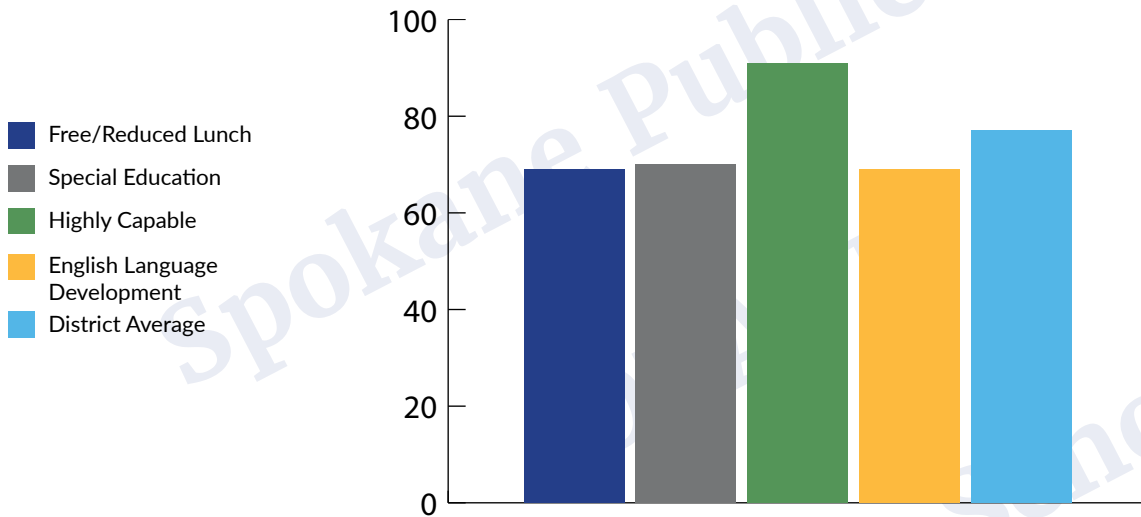
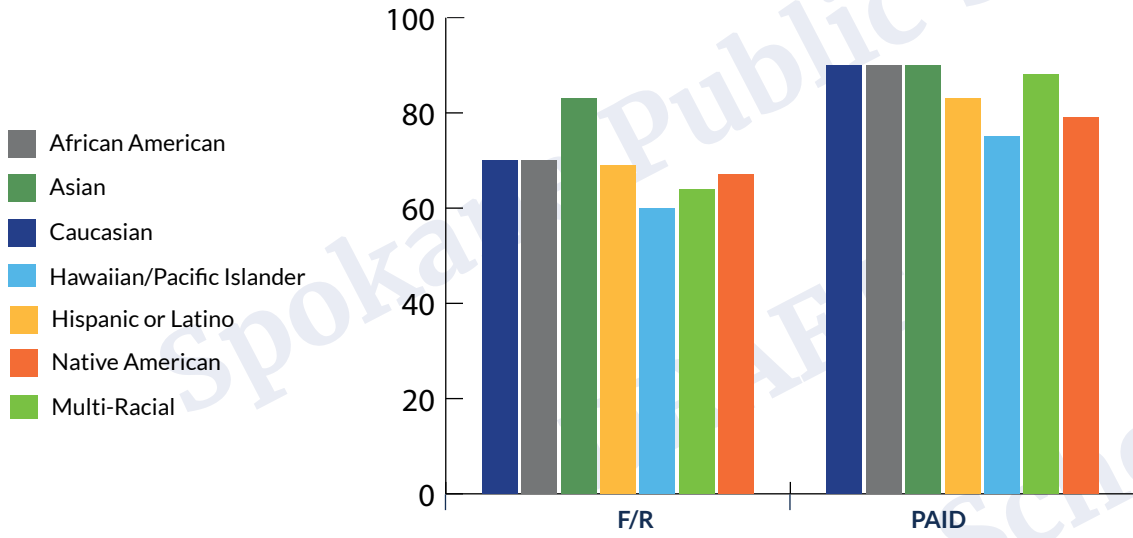
# Elementary Engagement



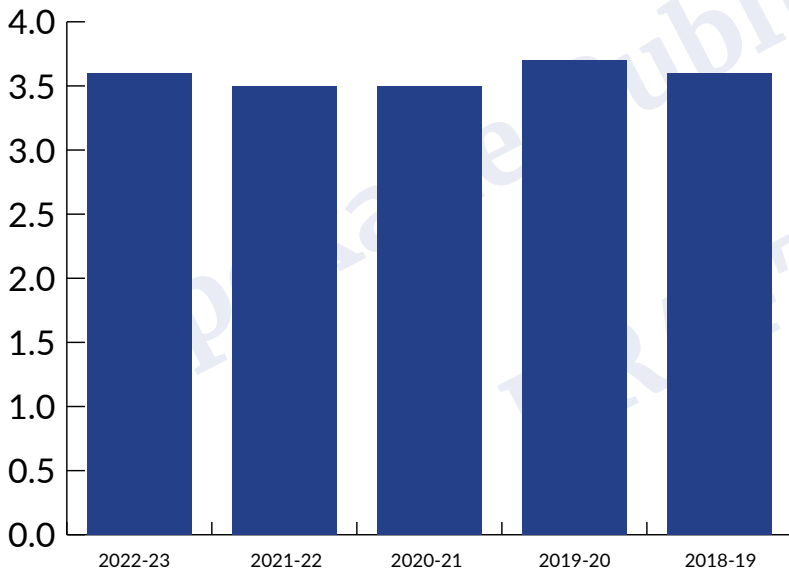
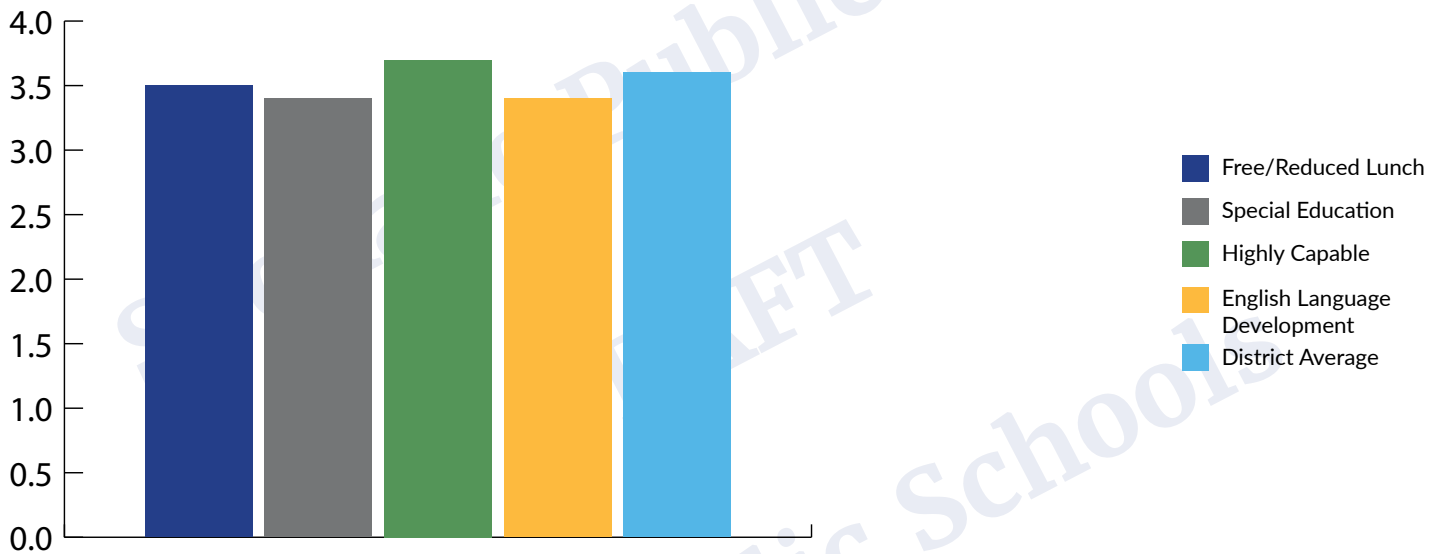
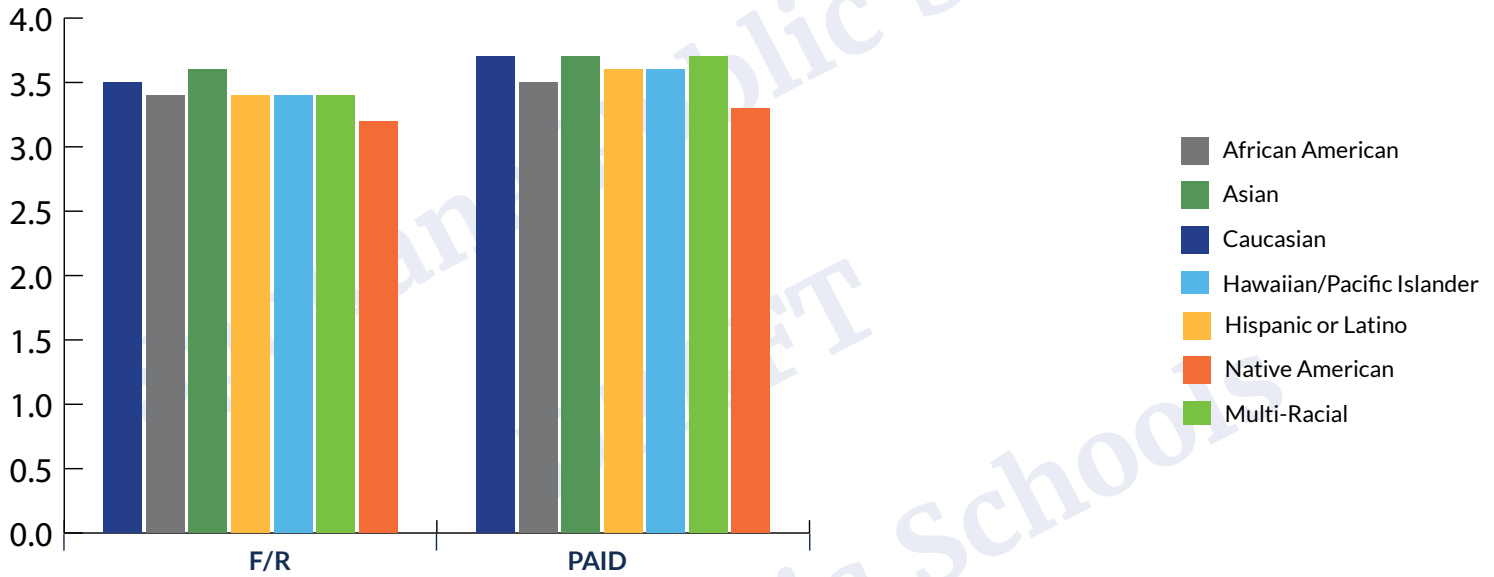
# Middle School Indicators

Indicators	Performance	Goal
8th Grade Passing All Courses	77%	80%
Life Skills Attributes	3.6	3.7
Climate	3.3	3.5
Math Growth	6.9/7.2	9.0
Literacy Growth	9.8/10.1	9.0
Engagement	36%	41%

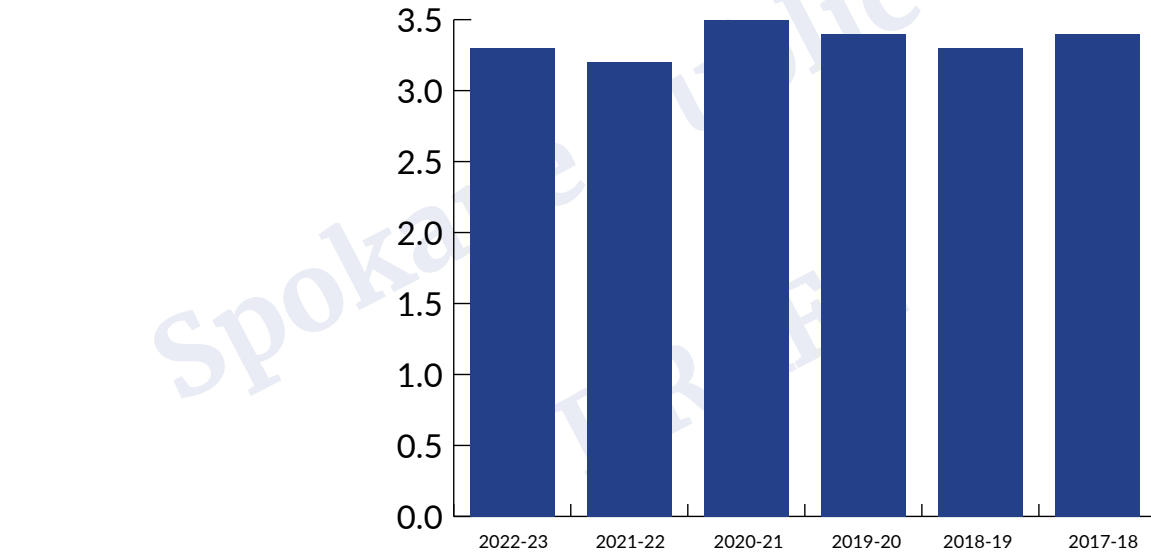
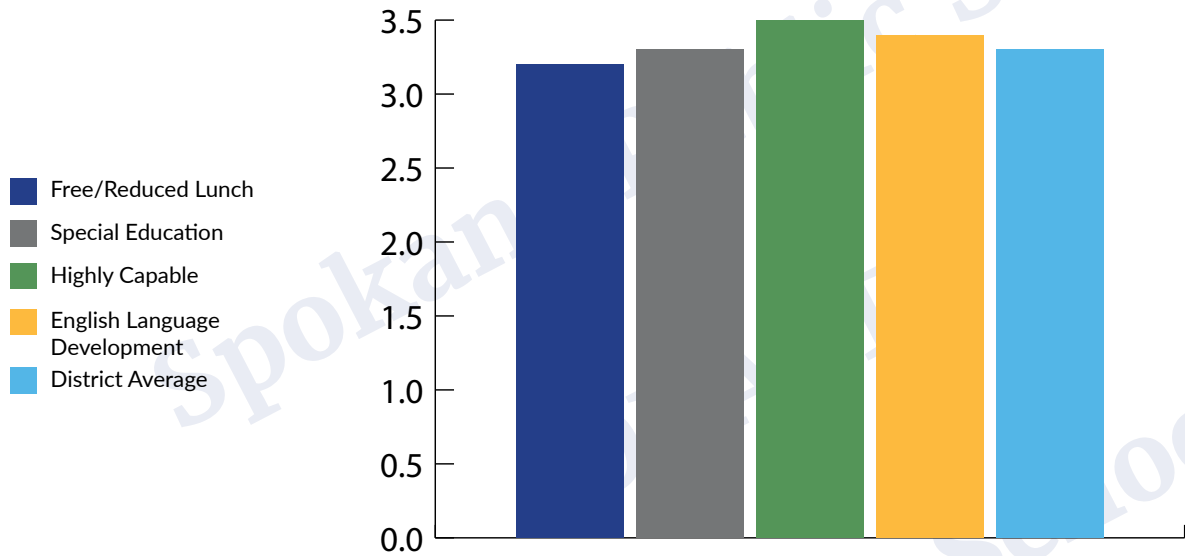
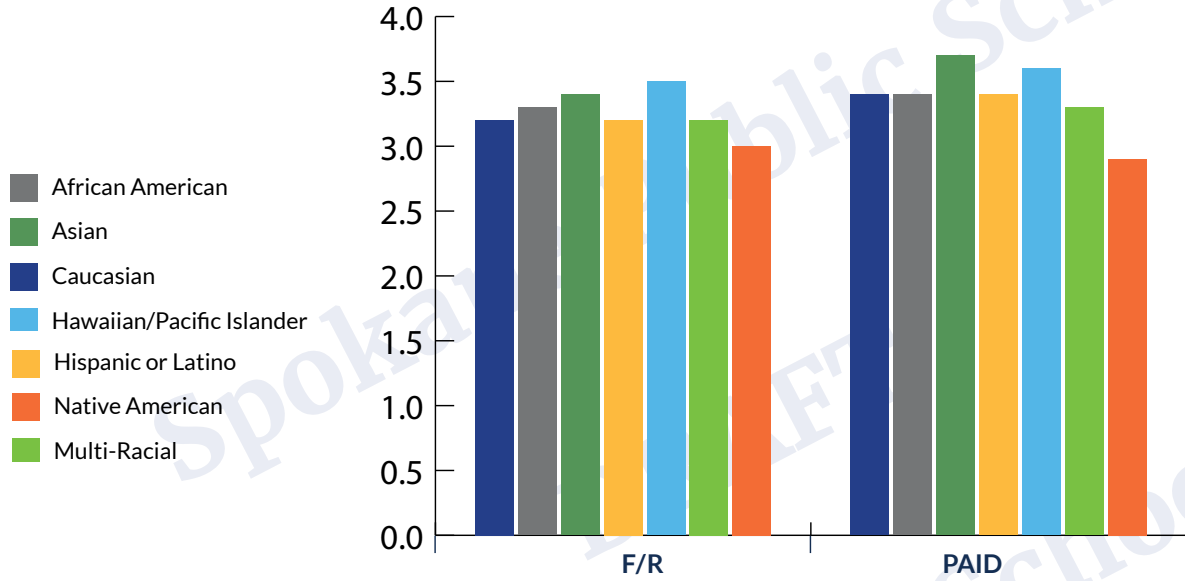
# 8th Grade Passing All Courses



# Middle School Life Skills Attributes

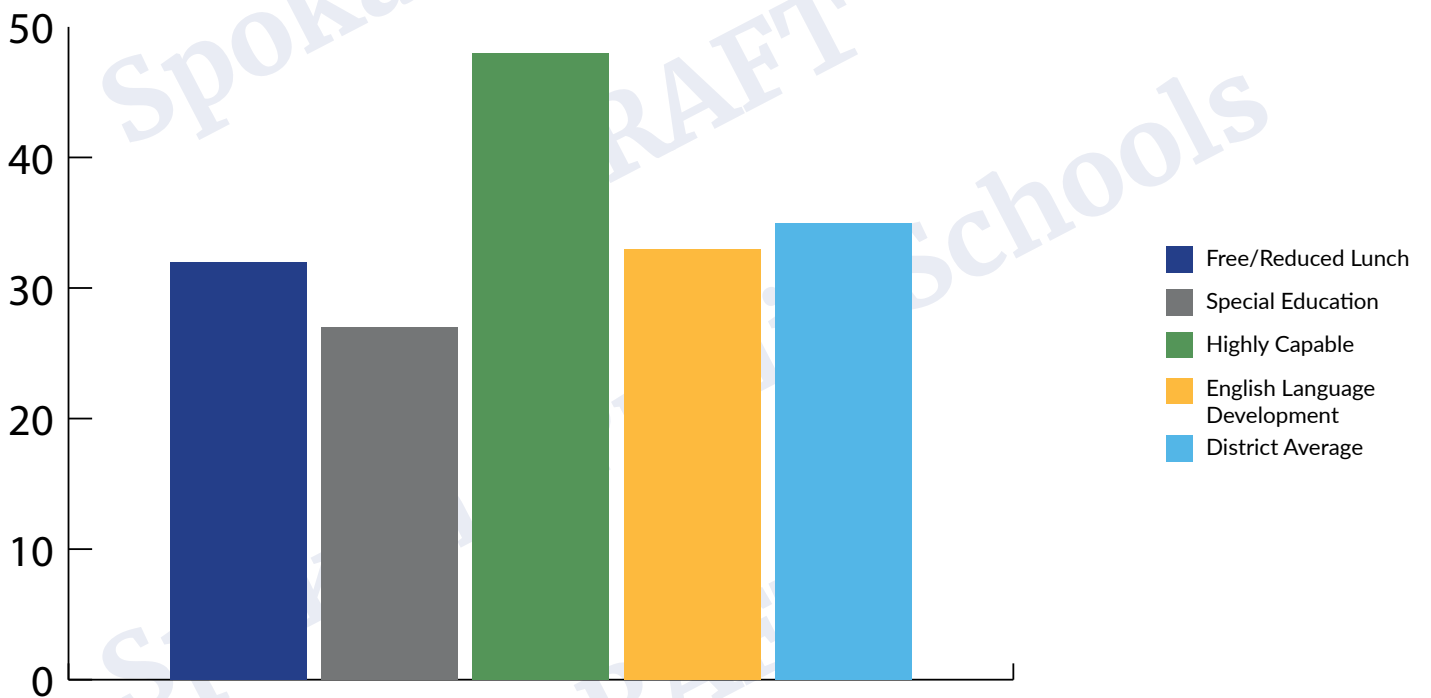
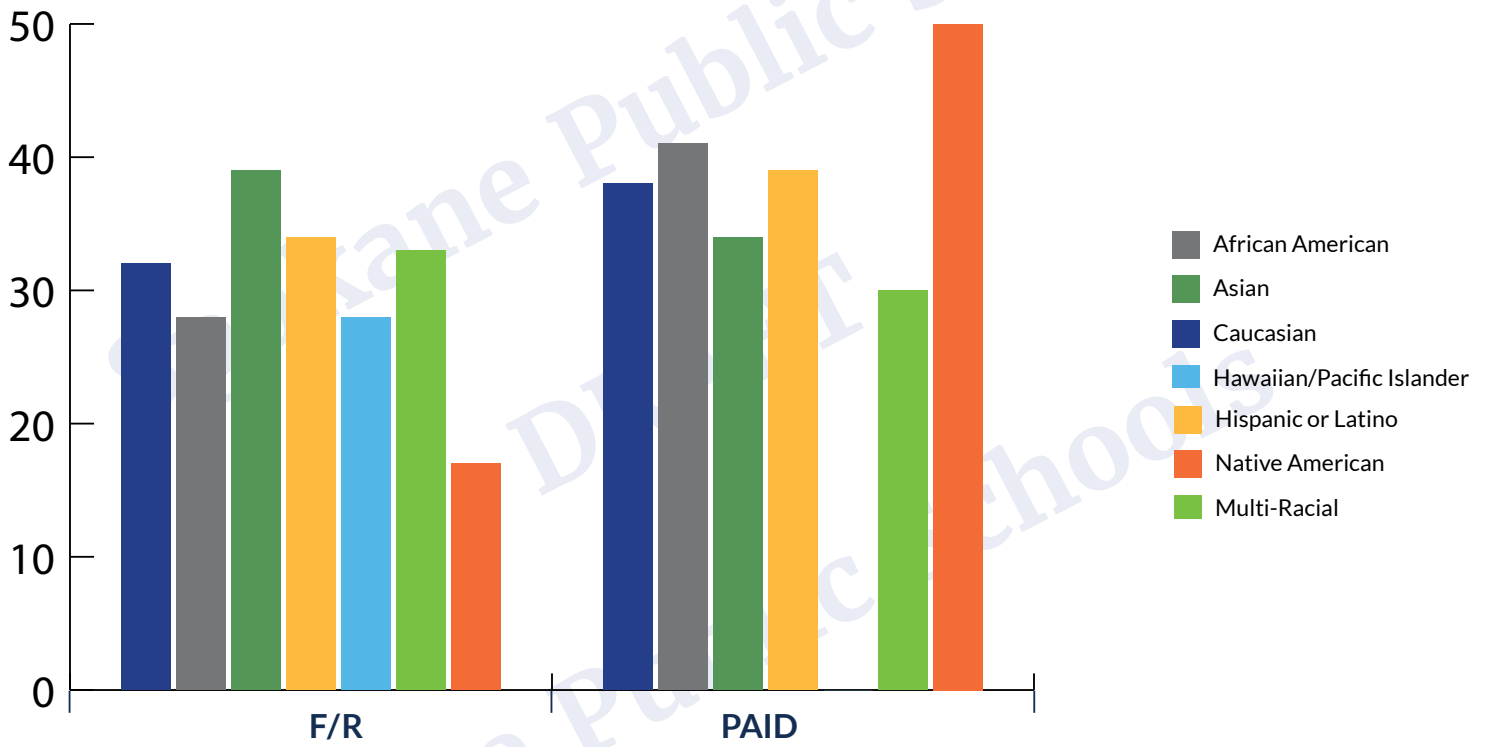


# Middle School Climate



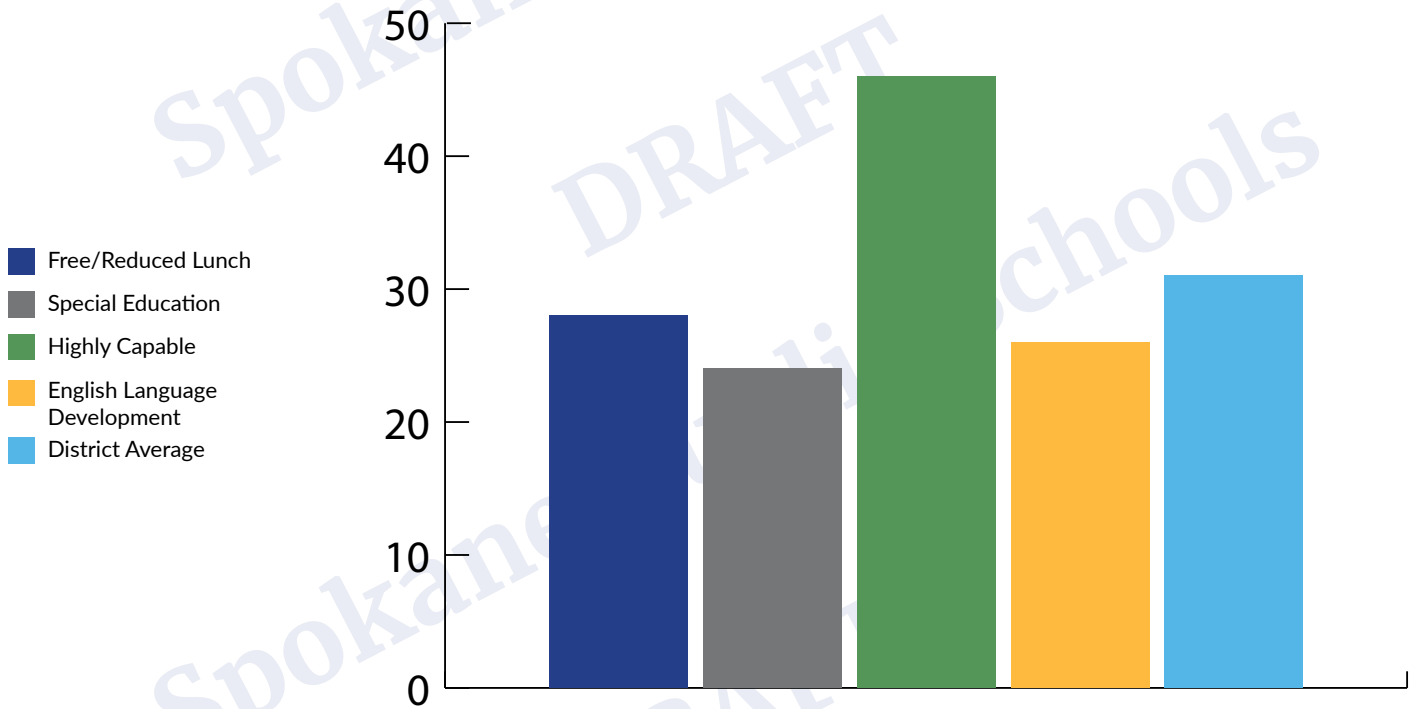
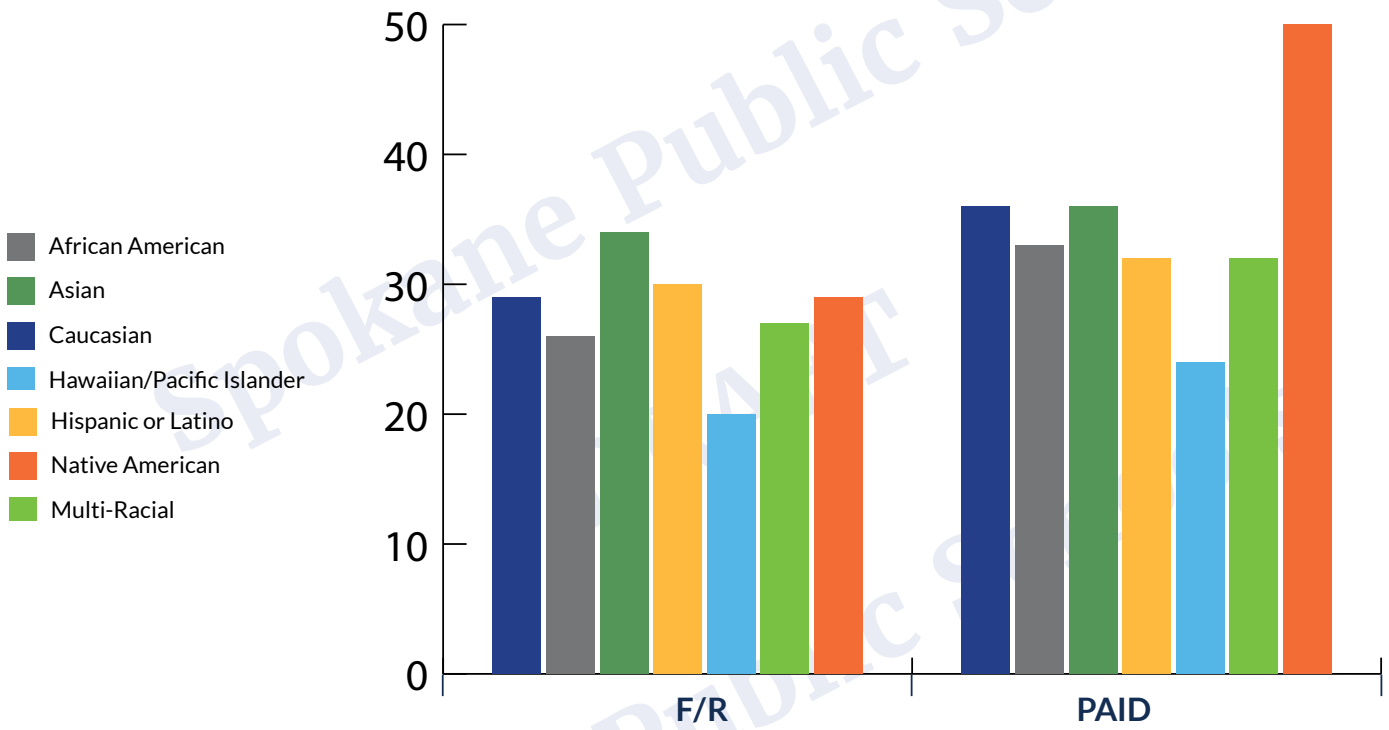
# MS Math Projected Growth

Satisfactory Participation



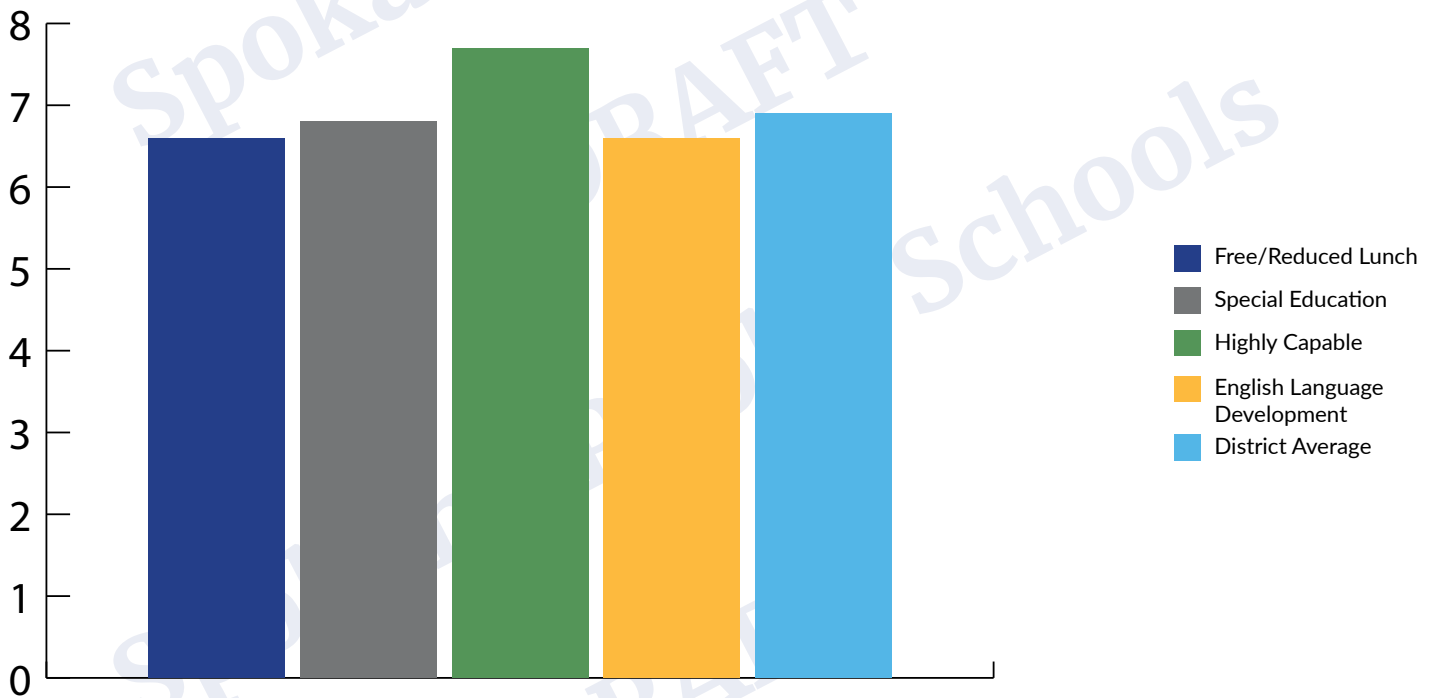
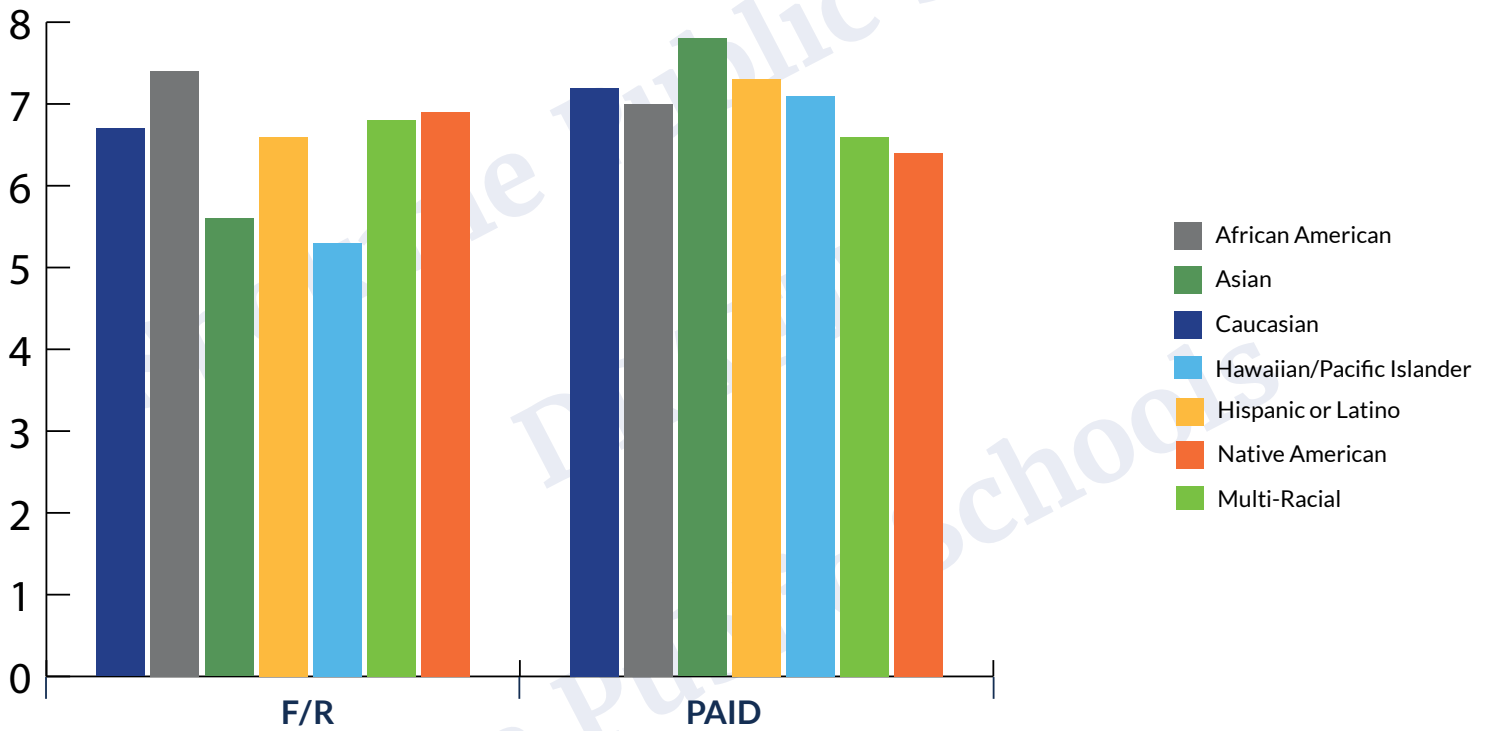
# MS Math Projected Growth

All



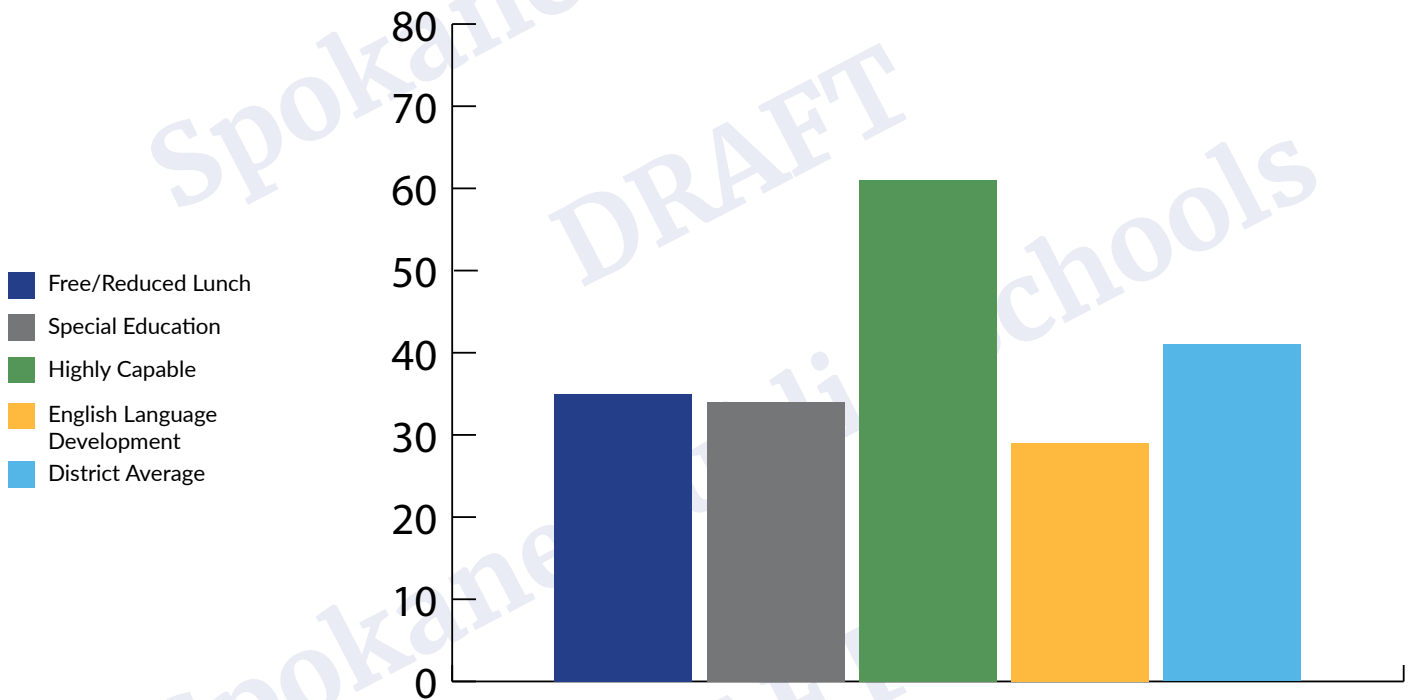
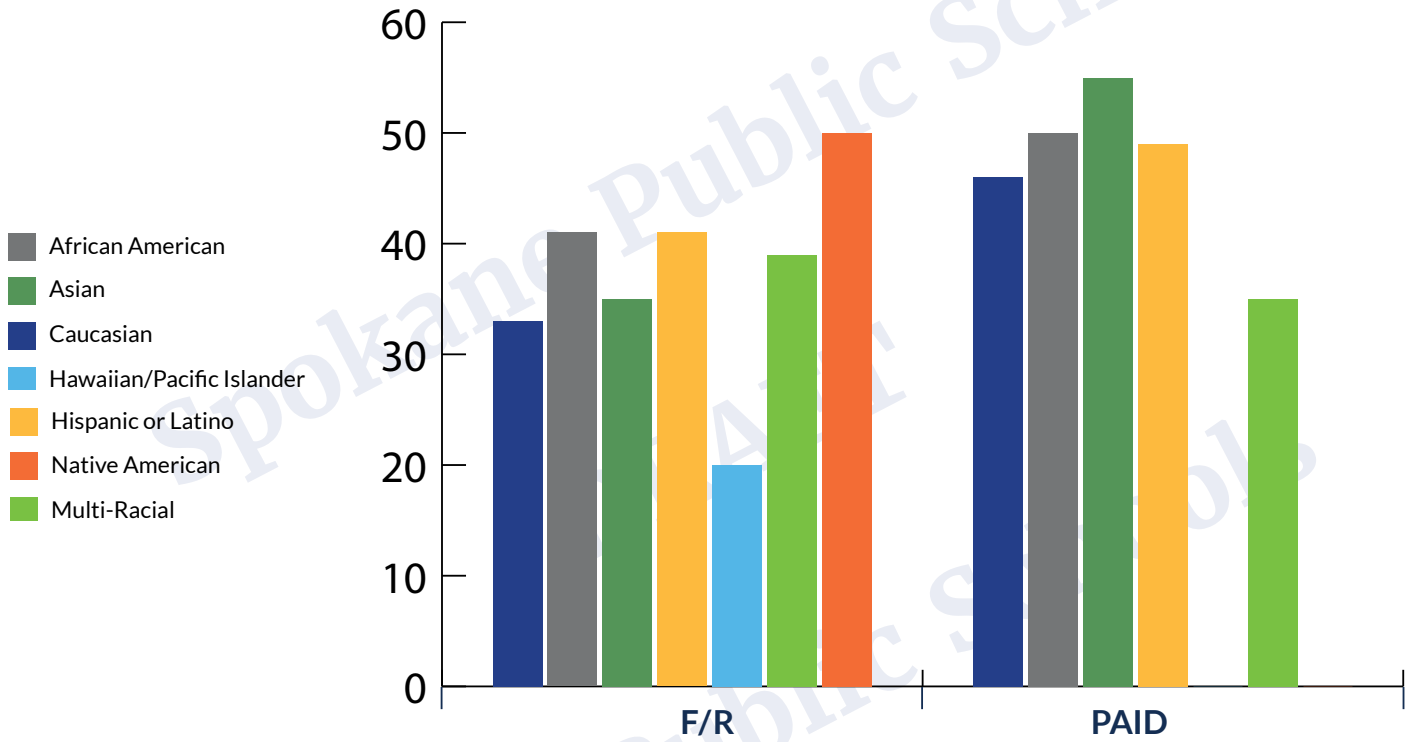
# MS Months of Math Growth

All



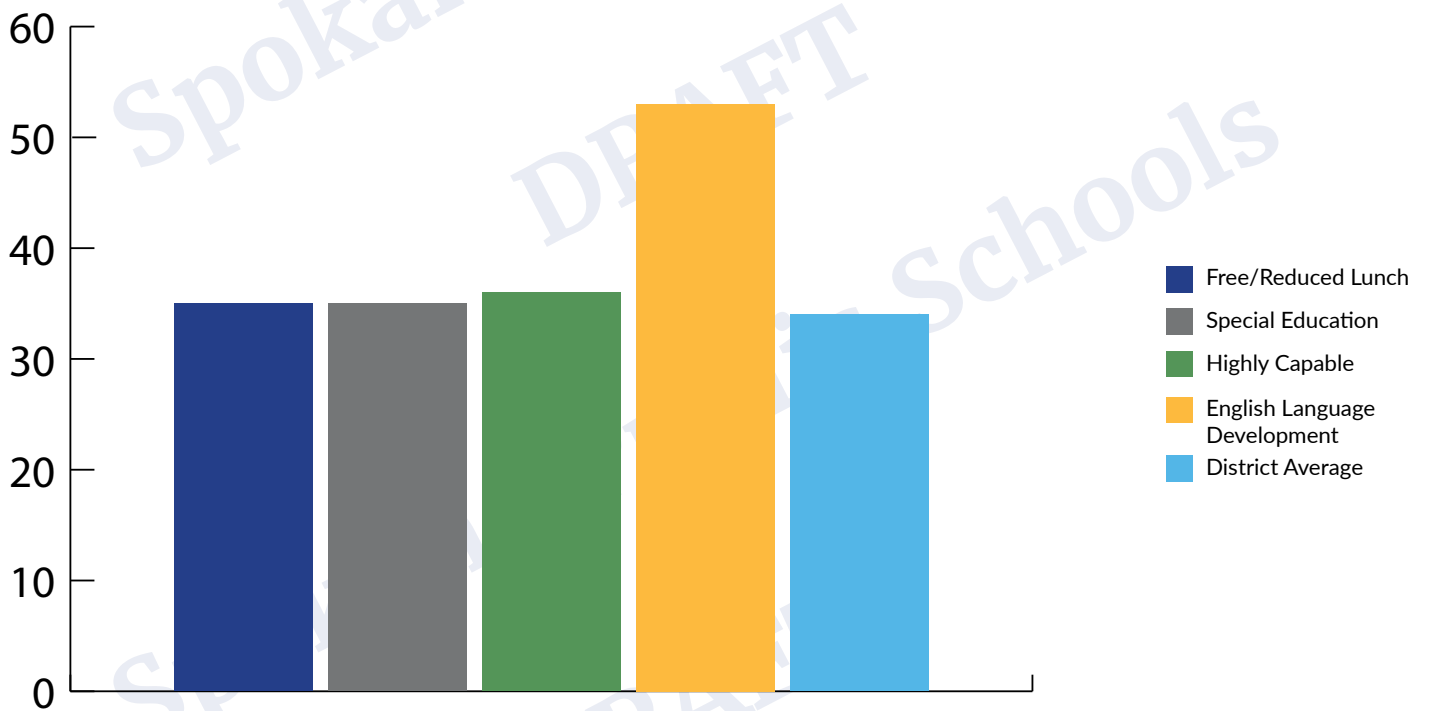
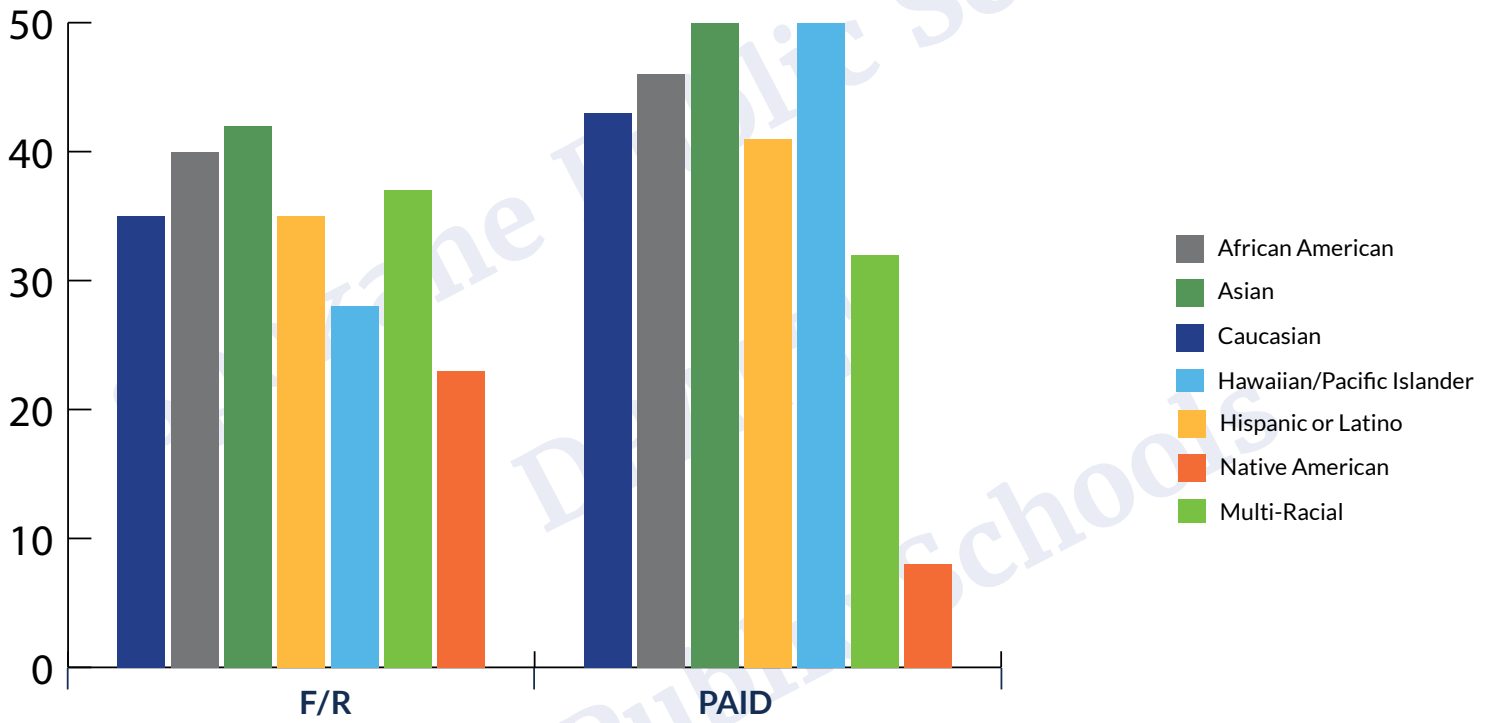
# MS Literacy Projected Growth

*Satisfactory Participation*



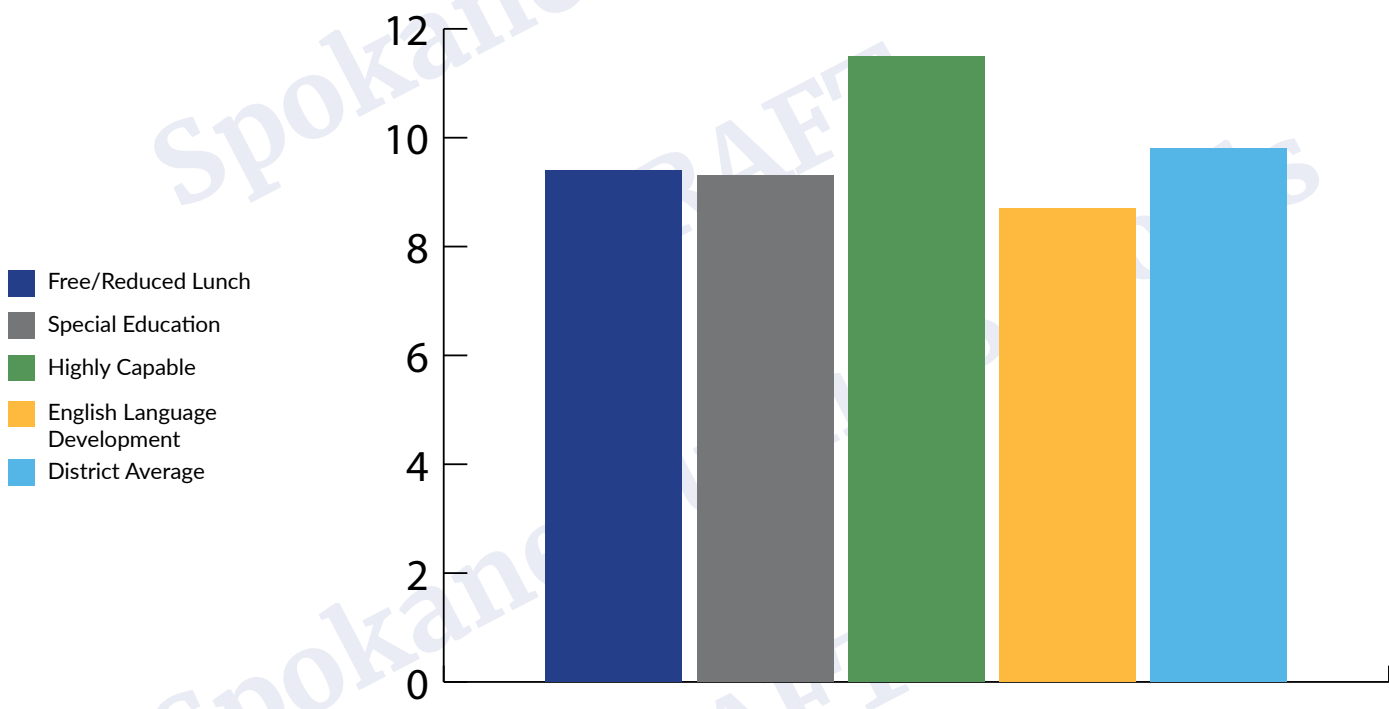
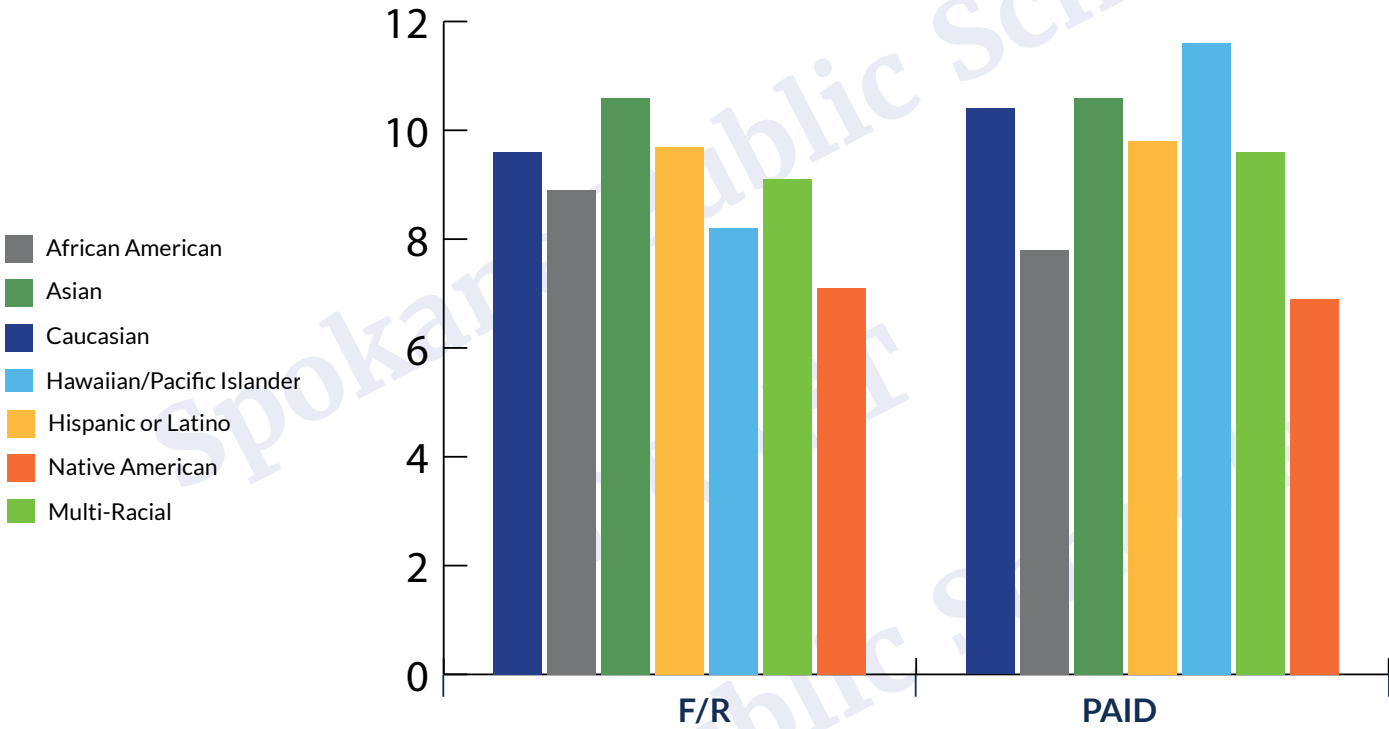
# MS Literacy Projected Growth

All

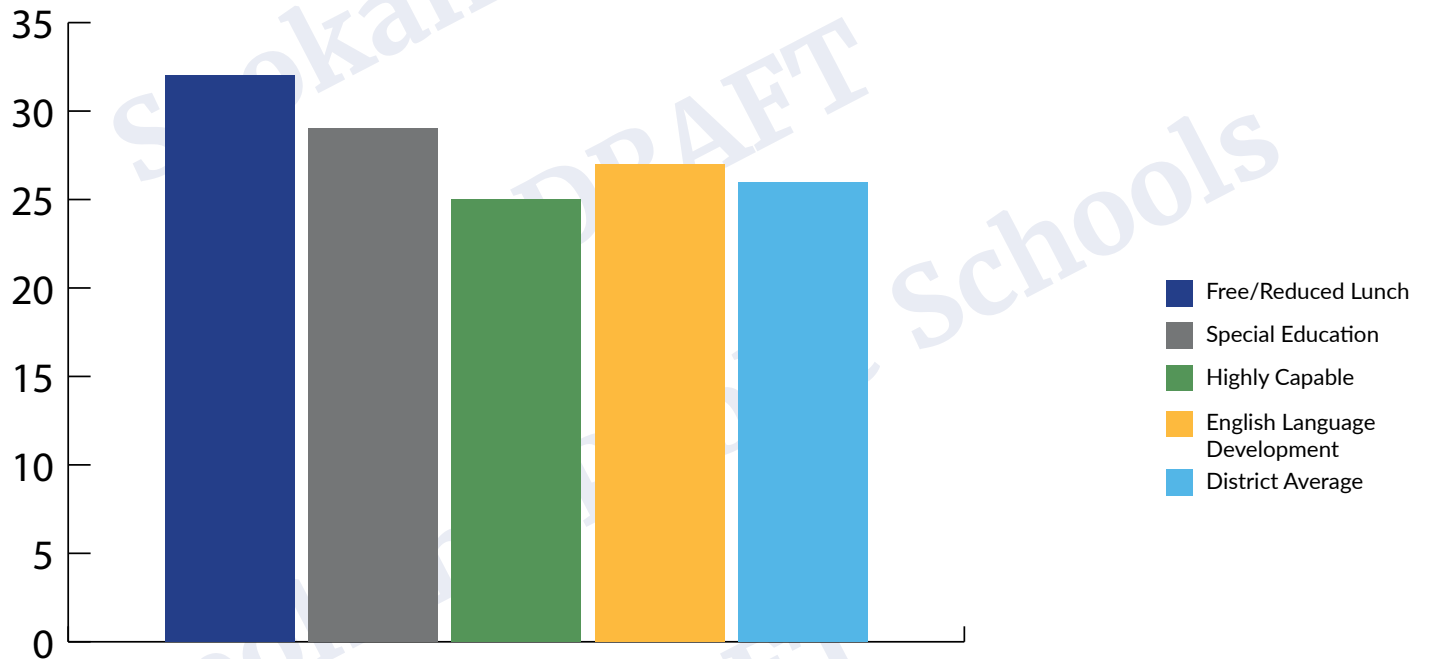
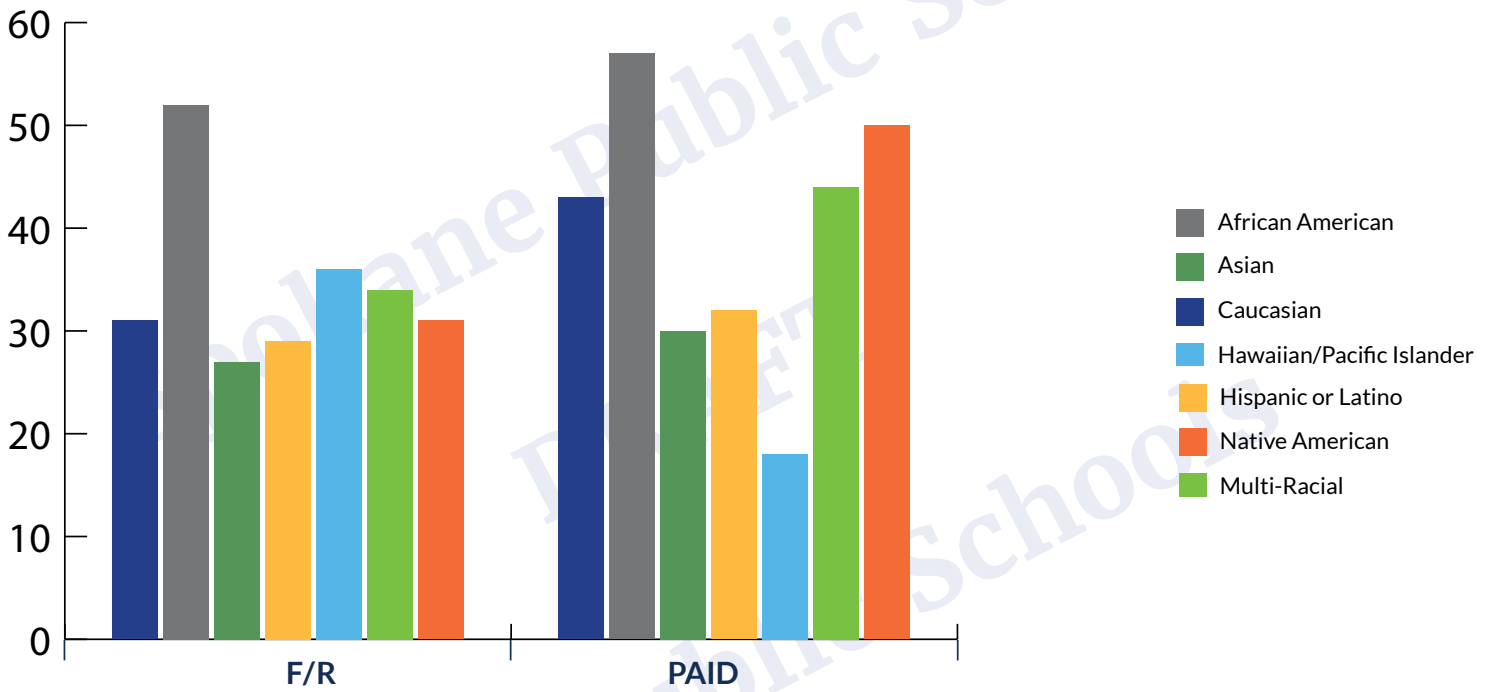


# MS Months of Literacy Growth

All



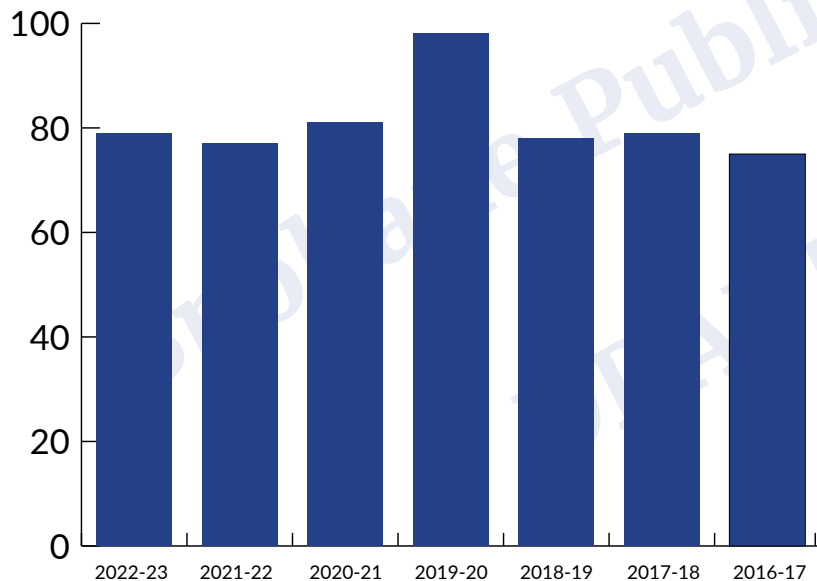
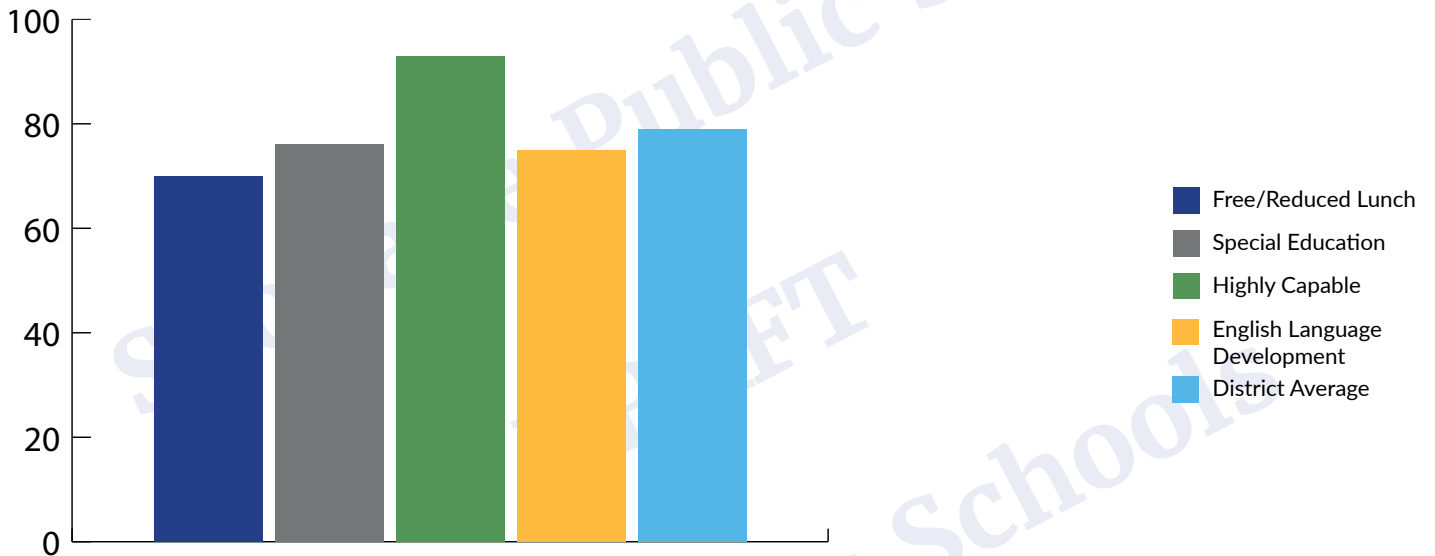
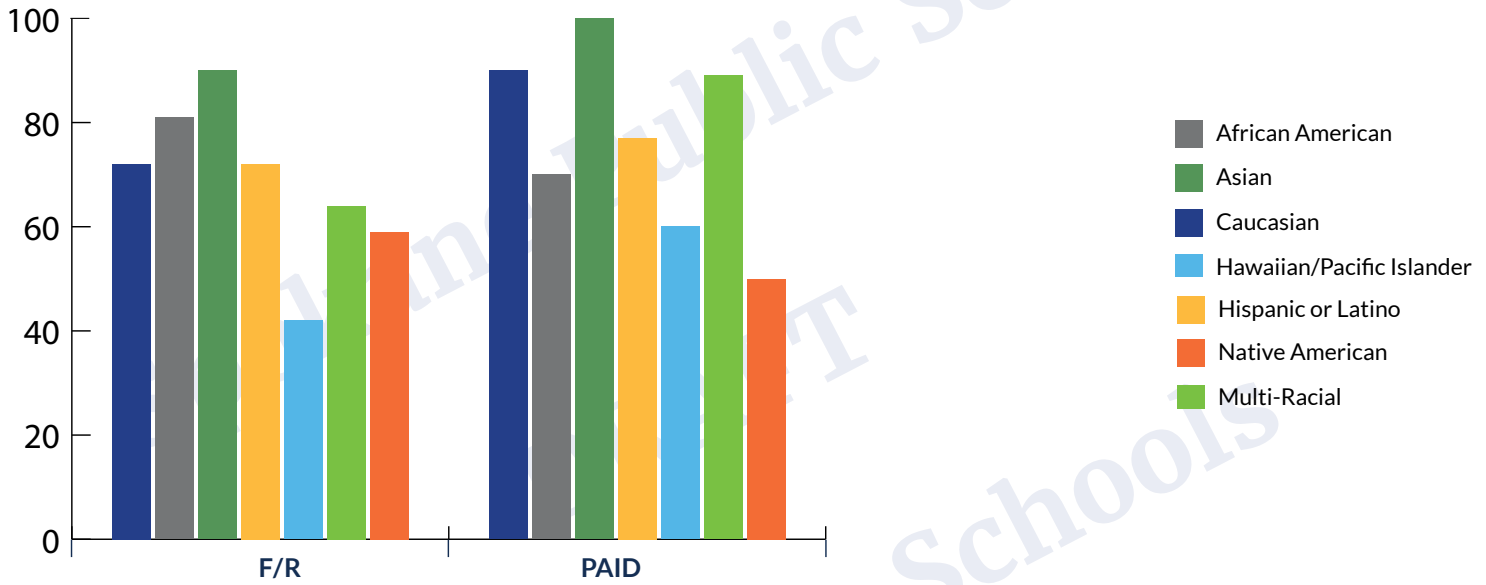
# Middle School Engagement



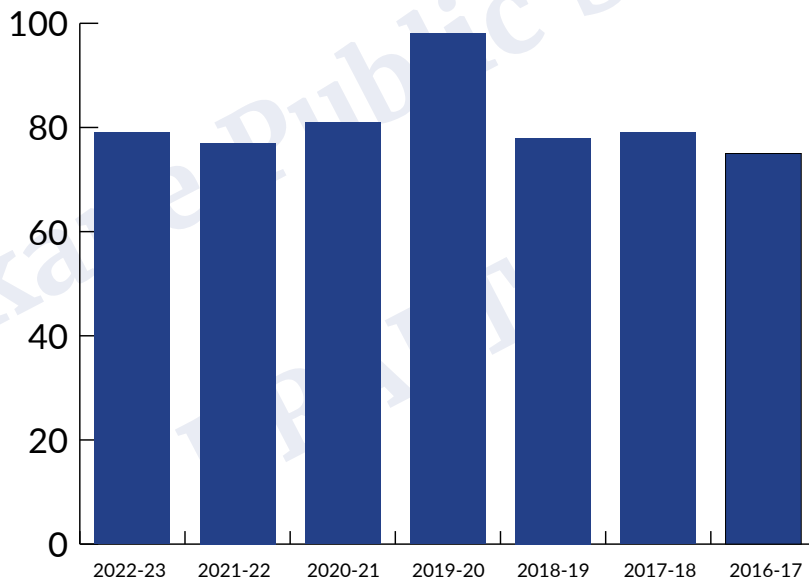
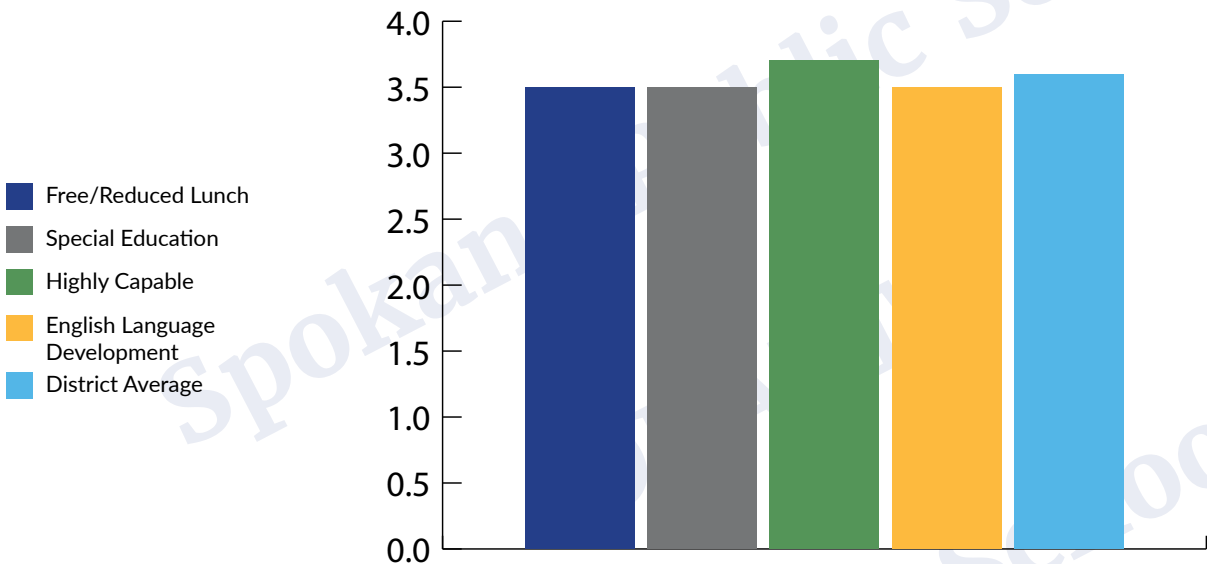
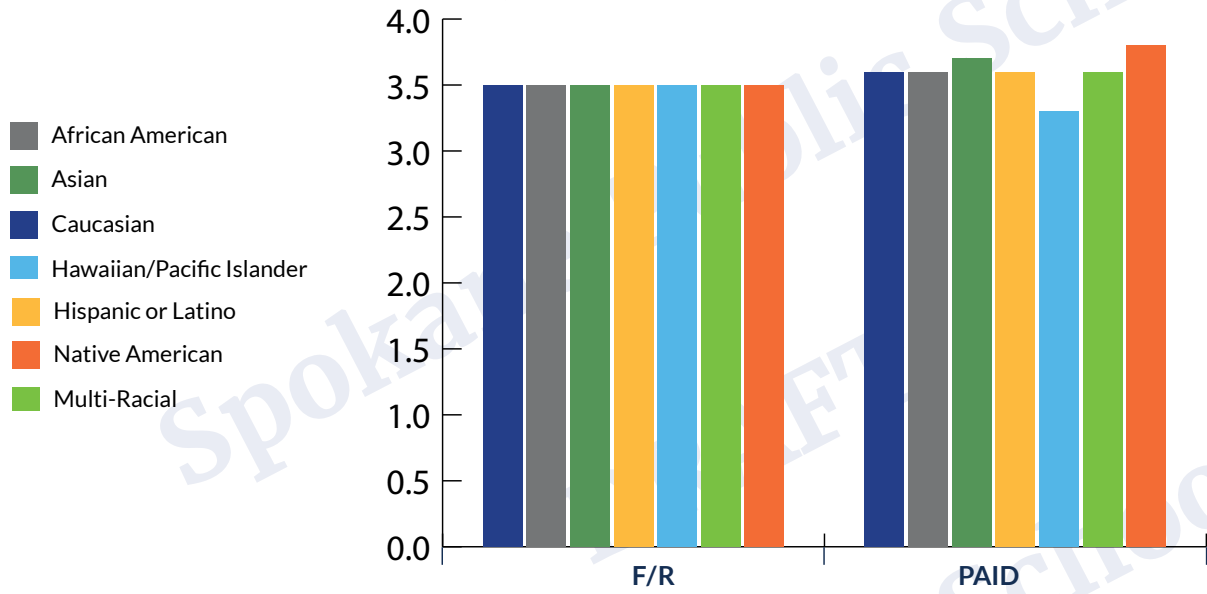
# High School Indicators

Indicators	Performance	Goal
Freshman Passing All Courses	79%	80%
Life Skills Attributes	3.6	3.7
Climate	3.4	3.5
Graduation Rate	90.4%	90.6%
Engagement	35%	40%
Adv/Post-Secondary Experience	36%	41%

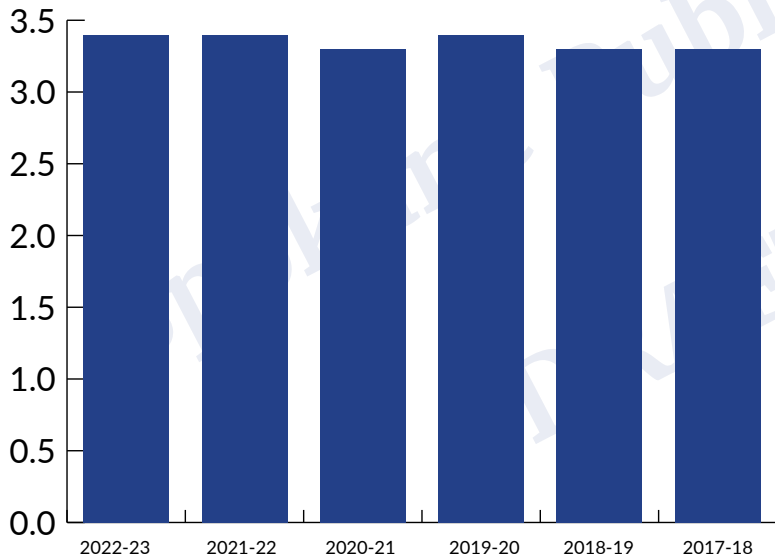
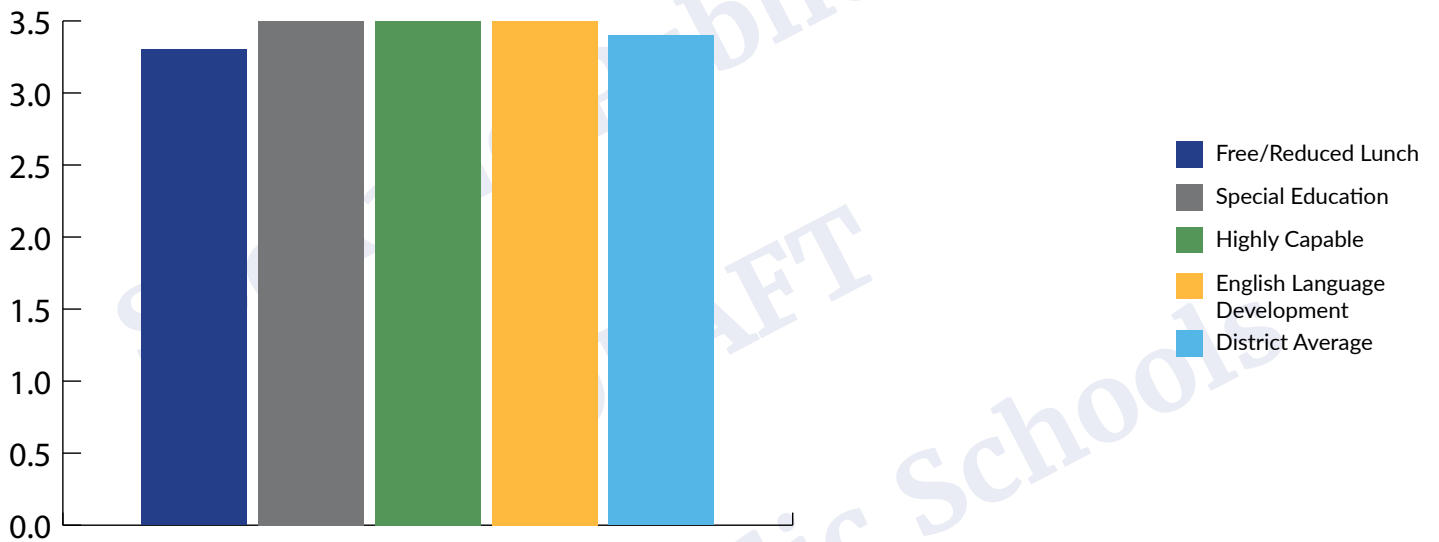
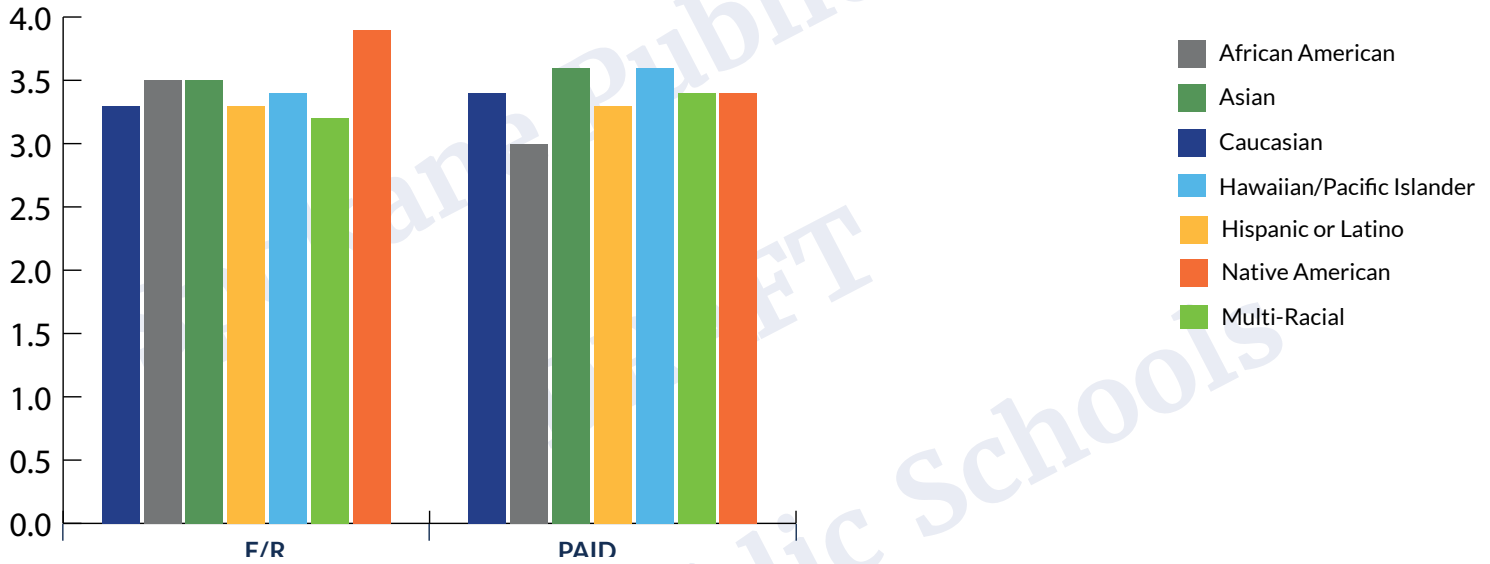
# Freshman Passing All Courses



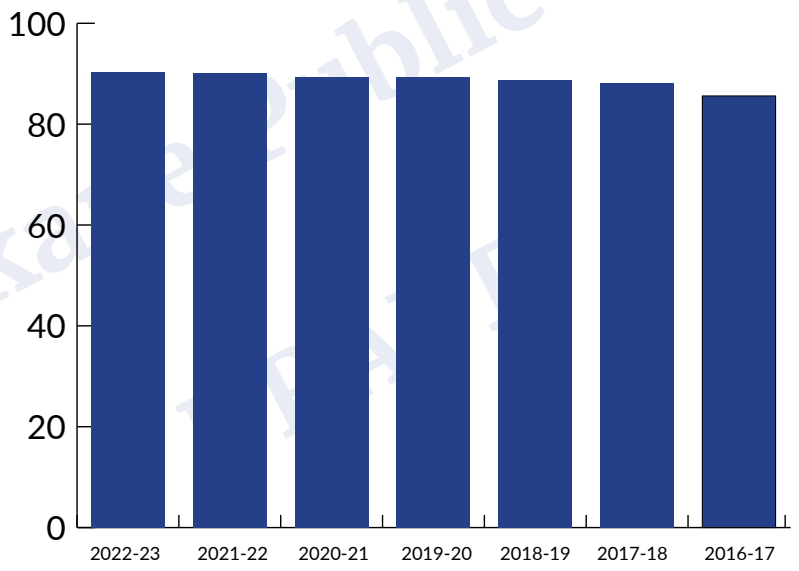
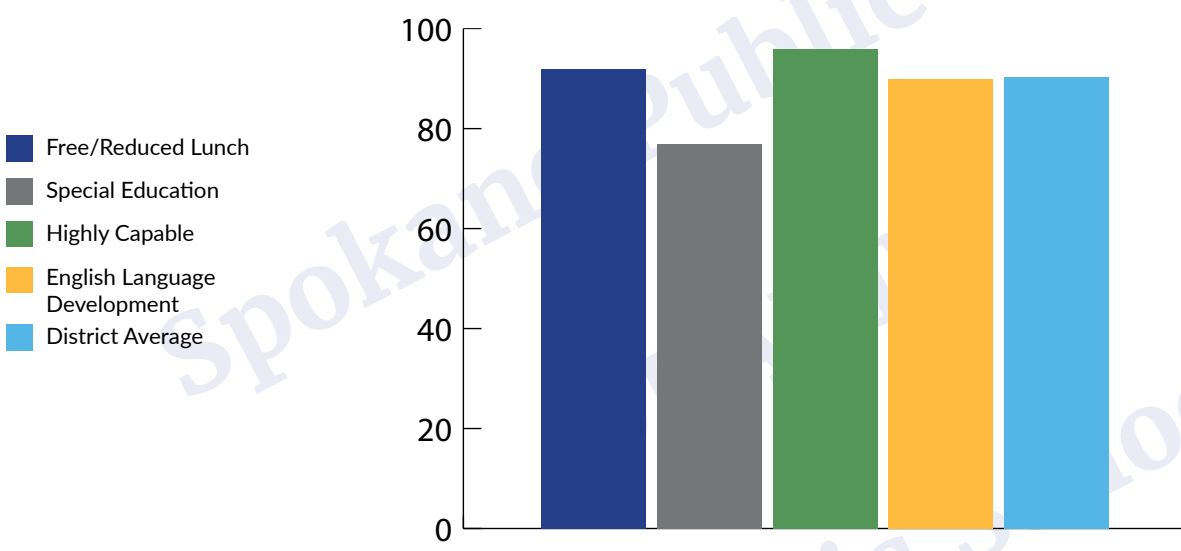
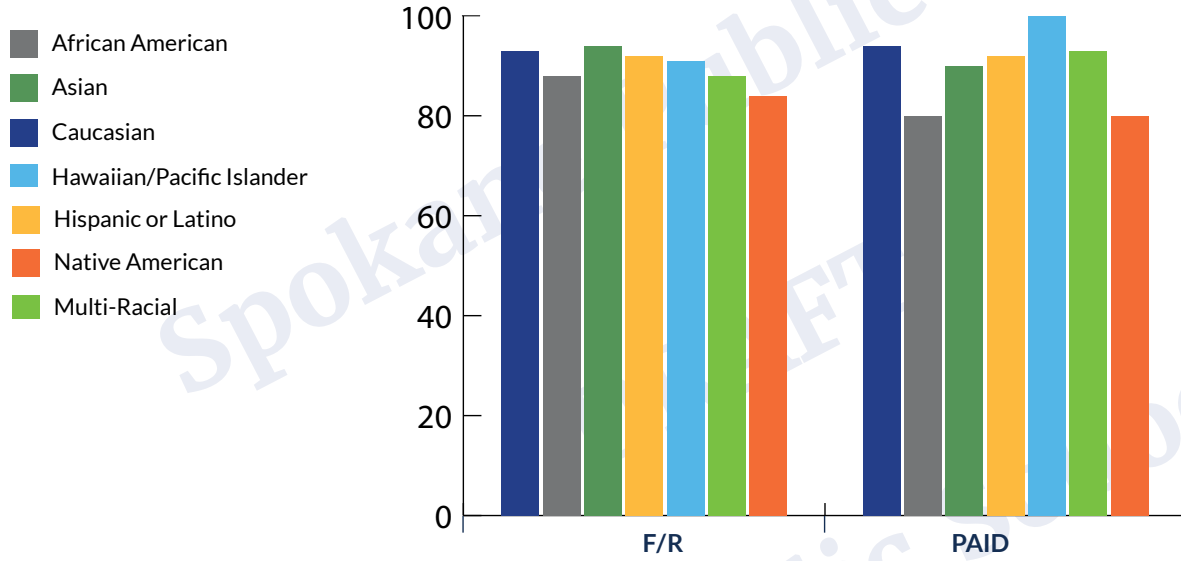
# High School Life Skills Attributes



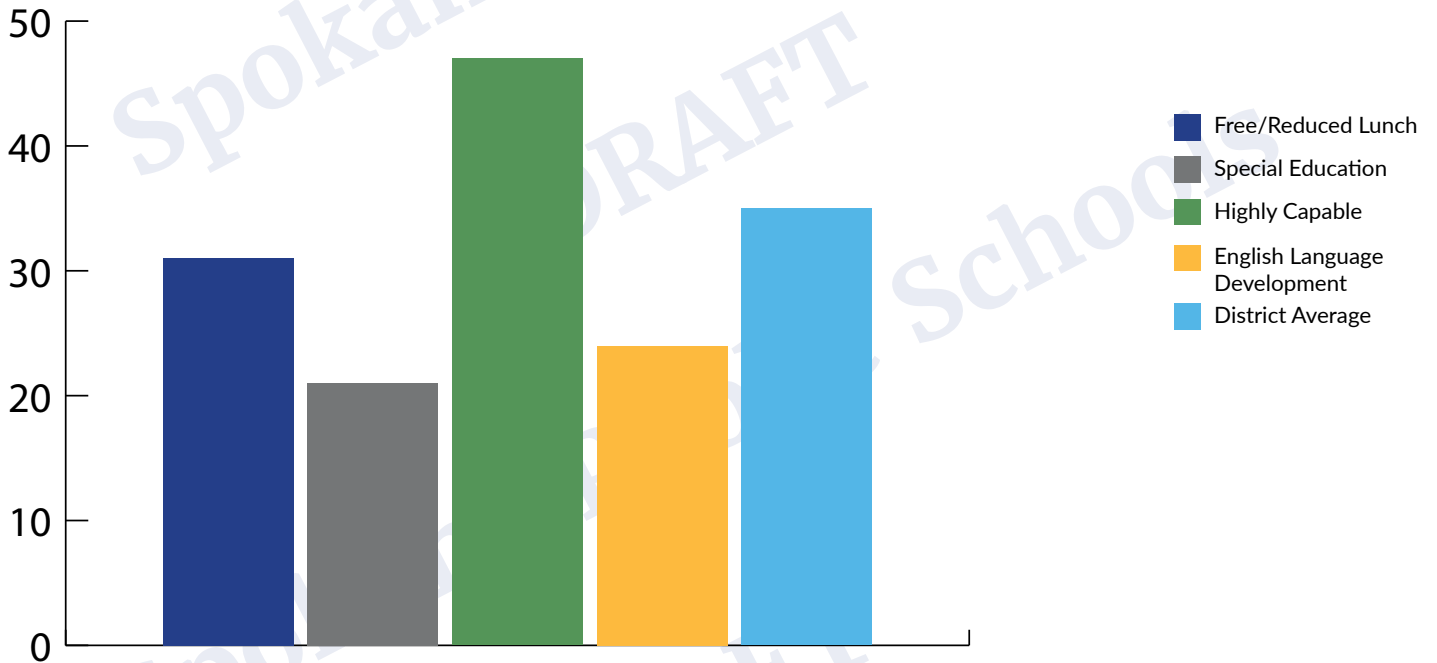
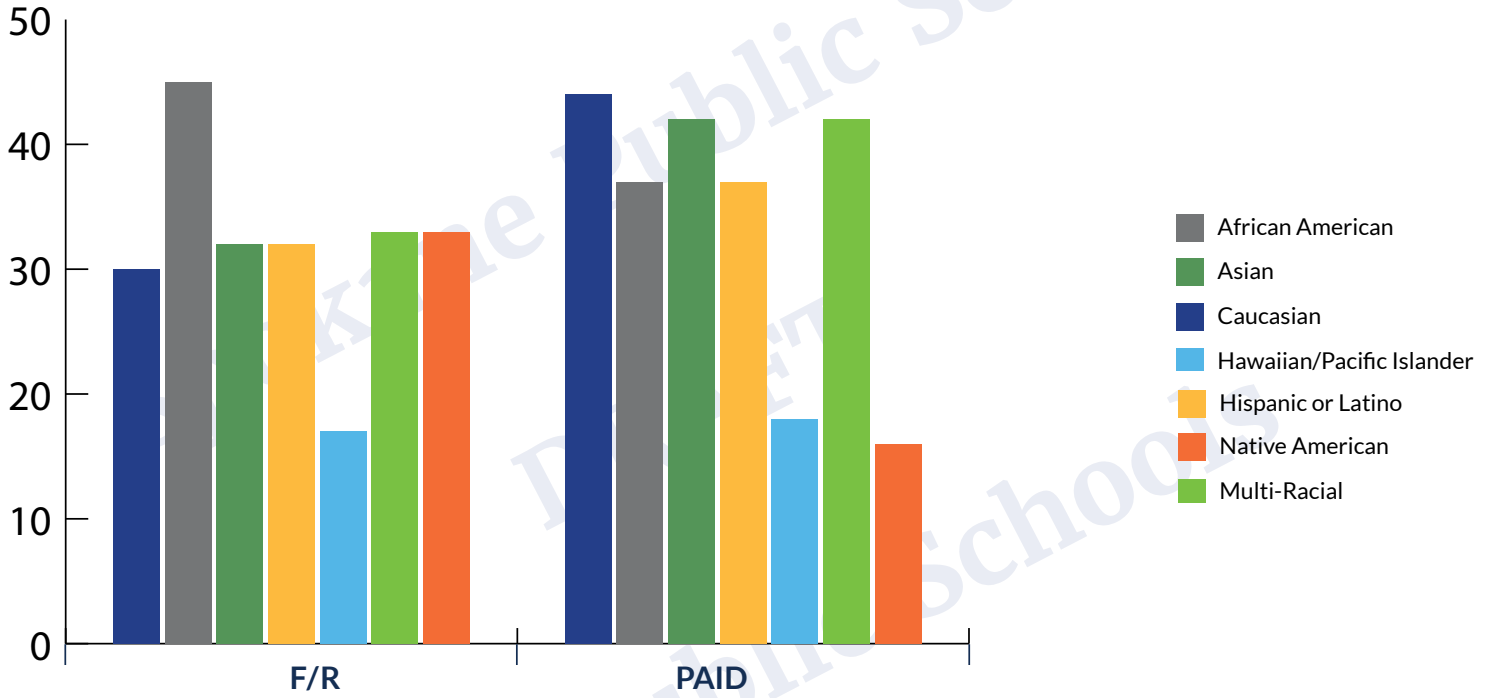
# High School Climate



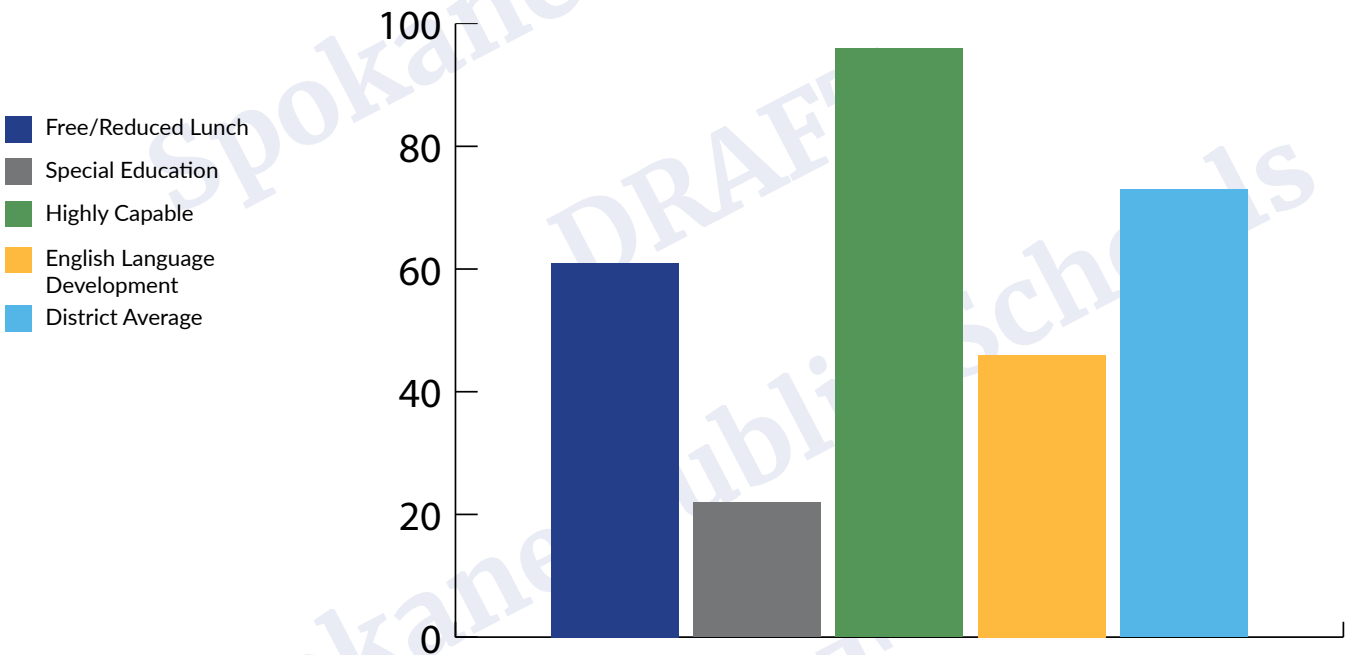
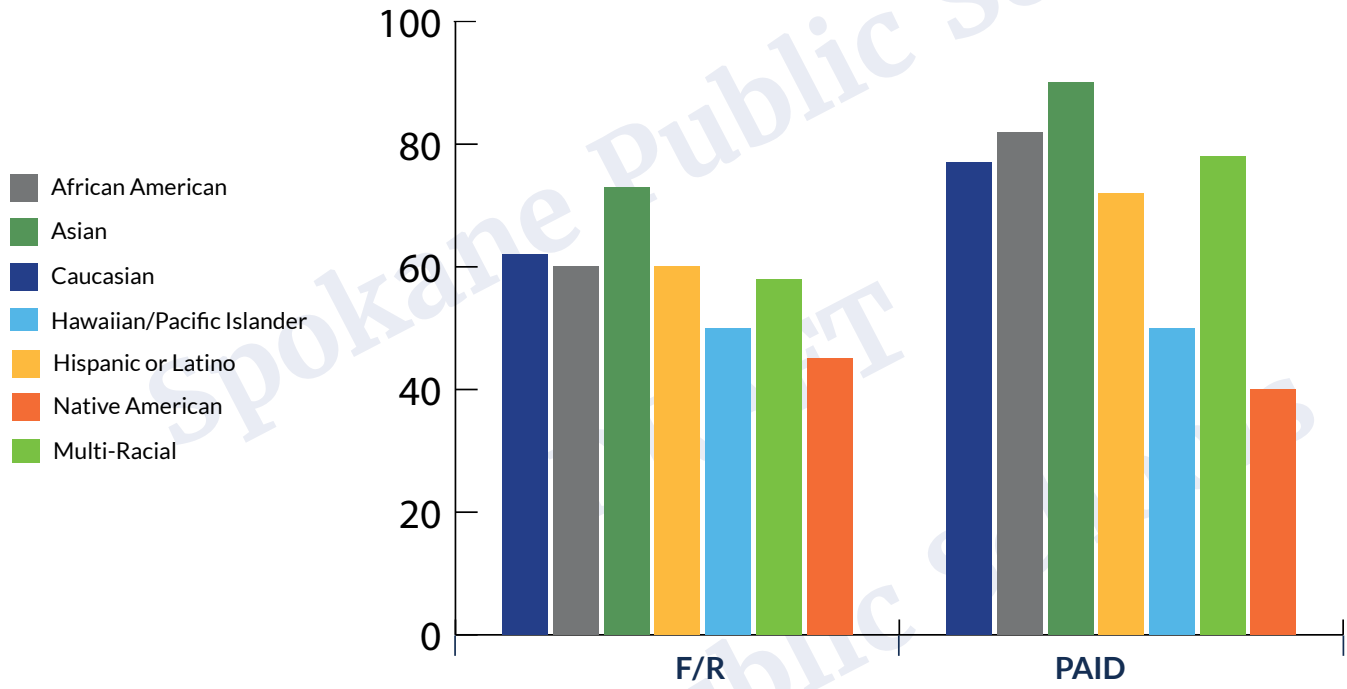
# Graduation Rate



# High School Engagement



# Next Step Experience



Spokane Public Schools  
DRAFT

Spokane Public Schools  
DRAFT

Spokane Public Schools  
DRAFT