



OJJDP CYVP Conference

Dr. Oscar Harris

Nicole Jenkins-Rosenkrantz

Spokane Public Schools


Acknowledgement/Disclaimer

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EQUITY RESOLUTION

Vision: Excellence
for everyone
through equity



Responding to the
moment



Planning for the
future

EQUITY RESOLUTION UPDATE



PROGRESSING



FINALIZING



IMPLEMENTING



COMPLETED

| Objective | Metrics | Update |
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| <p>Establish an equity policy that requires all new employees to participate in anti-racism and cultural responsiveness training before working with students</p> | <ul style="list-style-type: none"> ○ District staff will develop an onboarding training menu for staff focused on anti-racism and cultural responsiveness ○ Provide training opportunity for 100% of new employees | <p>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 orientation process. District Leadership is now focused on developing a comprehensive professional development model that integrates an equity lens and clearly articulates the scope, sequence, and progress monitoring of training experiences</p> <p>Status: Completed / Implementing</p> |
| <p>Establish an equity policy and refine planning that ensures anti-racism and cultural responsiveness training continues with current staff and requires all staff to regularly participate</p> | <ul style="list-style-type: none"> ○ Develop School Board policy outlining equity expectations for all district staff that includes ongoing training | <p>A district equity policy has been developed and received formal adoption by the School Board. Implementation of the policy involves the continued delivery of the WEA Cultural Responsiveness Training to staff members and the provision of a supplemental menu of option focused on anti-racism. In addition, the Director of Community Partnerships and Diversity Training, Nicole Rosenkrantz, has been conducting planning meetings with each school principal to discuss their progress and potential supports. This includes partnership with SEA to pilot school equity teams to provide a space and opportunity to discuss key topics and areas of concern.</p> <p>Status: Completed / Implementing</p> |

| Objective | Metrics | Update |
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| <p>Implement additional structures to increase student voice and specifically collect input regarding issues related to racial equity</p> | <p>Implement student surveys that solicit input on topics related to racial equity and conduct ongoing student listening sessions</p> | <p>Student culture and climate survey has been administered to SPS students. This included the addition of specific survey items related to equity. Focused groups are being conducted at the secondary level to solicit input on student programming and district staff are developing a district-wide structure for the implementation of student advisory groups in all schools. In addition, the creation of student wellness clubs are in development to further promote student voice and peer support specific to mental health and substance abuse issues.</p> <p>Status: Completed / Implementing</p> |
| <p>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</p> | <p>In August 2020, form a work-group comprised of curriculum specialists, classroom teachers, Diversity Advisory Council, and other community partners to provide recommendations for aspects of equitable student-centered learning</p> | <p>Universal Design for Learning has been established as a district-wide focused, which has involved ongoing training for all K-12 certificated staff members. UDL is intended to promote lesson planning for the needs of individual students by incorporating 21st century learning strategies. In addition, a School Board update on integrating culturally relevant curriculum was provided in November and focused primarily on the curricular enhancements and professional development for social studies courses.</p> <p>Status: Completed</p> |

| Objective | Metrics | Update |
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| <p>Implement researched-based social emotional learning curriculum and emphasize wellness and anti-racism as key factors of student and staff success</p> | <ul style="list-style-type: none"> ○ 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 | <p>Schools are continuing implement to social emotional learning curriculum through elementary class meetings and the secondary advisory model. Ongoing professional development has been made available to staff. This includes featuring guest speakers that offer a regional and national perspective. In addition, the creation of student wellness clubs are in development to further promote student voice and peer support specific to mental health and substance abuse issues. District Leadership is also exploring approaches to strengthen universal screening strategies for students entering kindergarten.</p> <p>Status: Completed / Implementing</p> |
| <p>Prioritize resources and training to ensure high levels of inclusion for students with disabilities</p> | <ul style="list-style-type: none"> ○ Continue inclusionary practices pilot and invest professional development and resources that includes the creation of a multi-year plan to improve inclusion rates ○ Provide programing that results in 80% of students participating in inclusion 80% of the school week | <p>District leadership is continuing the facilitation the long-range inclusion plan outlined 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. District Leadership provided an update to the School Board in September, with an additional</p> |

| Objective | Metrics | Update |
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| <p>Invest in the development of a Person of Color-led Multi-Cultural Club in every-single-school</p> | <p>Develop in partnership with the Diversity Advisory Council and other community partners, a proposed model for providing a club in all schools</p> | <p>A model has been developed to outline options for secondary and elementary schools. Pilot sites have been identified for the 2021-2022 school year, with a total of ?? Schools currently in the planning or implementation phase.</p> <p>Status: Completed / Implementing</p> |
| <p>Implement practice to enhance oversight of exclusionary discipline assigned to students</p> | <p>Develop an Ombudsperson process to evaluate all long-term suspensions and expulsions and create a structure to ensure the Family and Community Engagement and Student Services Department participate in all Tier III re-entry meetings</p> | <p>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.</p> <p>Status: Completed / Implementing</p> |

| Objective | Metrics | Update |
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| <p>Establish ambitious goals for increasing work-force diversity and invest resources in recruitment and retention strategies</p> | <p>Hire Person of Color-Led Consulting Company with established experience in diversifying employee pools in large organizations; address all recommendations (with community feedback)</p> | <p>District Leadership is continuing to partner with TNTP to evaluate district data and practices in order to identify strategies to increase work-force diversity. This has involved beginning implementation of initial recommendations and developing a multi-year plan that will be coordinated by the Human Resources and Family and Community Engagement Departments.</p> <p>Status: Completed / Implementing</p> |
| <p>Enhance the process for receiving and addressing student and family concerns around reporting racial discrimination</p> | <p>Review and develop recommended formal strategies that assist families to address issues related to racial discrimination</p> | <p>Revised language for Policy and Procedure 3210 (Nondiscrimination) has been developed and formerly 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 working to refine data collection to monitor progress.</p> <p>Status: Completed / Implementing</p> |

OPPORTUNITIES *no challenges 😊

Safety Model

Community
& Parent
Engagement

Moving
Forward