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## Equity Policy

### **Purpose:**

Spokane Public Schools (SPS) is committed to excellence for everyone while knowing there is more learning and work to do to achieve this vision. We must strive to know our students' names, strengths, and every student's academic and social emotional needs so they may graduate prepared for the future they choose. To do this, the Board of Directors recognizes the need to intentionally work towards equity in policy and practice. We define equity as the providing of varying levels of support – based on specific needs – to achieve greater fairness of treatment and learning outcomes.

The board affirms that all stakeholders deserve a safe, respectful, welcoming, and inclusive learning and working environment in which their uniqueness is recognized and valued. It is the right of all students to receive a high quality, equitable, and inclusive education and have a safe social experience in school. It is also the right of all employees to work in a safe and inclusive environment. The board recognizes the long history of discrimination in the United States that has contributed to institutional racism (structural, organizational, individual), and other forms of historical oppression to protected classes: age; sex; marital status; race; color; creed; national origin; the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability; sexual orientation including gender expression or gender identity; or honorably discharged veteran or military status. We must continually learn and work to address disparities and negative trends present in our school and community data and not allow assumptions or low expectations to replace our commitment to equity and inclusion.

As a school system, we are dedicated to honoring and valuing the many customs and traditions present in our community. We believe that our learning and work environments are enriched and improved by the contributions, perspectives, and presence of its diverse student body, families, staff, and community members. Therefore, as a board, we proudly engage in shared leadership with all stakeholders as we pursue mutually beneficial goals for students and staff.

### **Governance:**

The responsibility for student success is broadly shared by the school board, district staff, administrators, instructors, communities, families, and students. The district's strategic plan is the district's primary equity plan to promote clear communication, coherence, reporting, accountability, and collaboration.

1. The Board of Directors shall use the values stated in this policy as a lens when leading the mission of and in exercising its responsibilities within Spokane Public Schools.
2. The Board of Directors and the Superintendent shall establish strategies within the district strategic plan to pursue the goals and objectives of this policy.
3. The Board of Directors and the Superintendent shall establish, in accordance with the district's strategic plan, specific measurable outcomes. The Superintendent will

provide regular updates regarding progress relative to the identified outcomes in the district's strategic plan.

4. District staff shall, within the parameters of their various duties and responsibilities, comply with and execute such plans as are designed to address the values and directions included in this policy. District staff is further responsible to make such suggestions to the appropriate leadership to improve the ability of the district to reduce the achievement and opportunity gaps, while raising the bar for all.
5. Families and the community shall be considered partners with the district in its effort to address barriers to achievement and opportunity gaps. The Board and district leadership will be intentional about prioritizing outreach to our community in meaningful ways.

**Goals:**

With the implementation of this policy, Spokane Public Schools shall pursue the following goals:

1. Address structural systems with a focus on eliminating barriers and improve access for students.
2. Develop the success within individual students through recognizing and understanding the diverse representation of successful learning.
3. Increase student hope and resiliency through access to restorative interventions and culturally appropriate supports to decrease rates of disproportionality throughout the educational system.
4. Foster a supportive learning environment and workplace that is free of discrimination, bigotry, and intimidation.
5. Provide processes for staff to be trained and educated on anti-racism and anti-bigotry and provide protections for historically underserved staff.
6. Promptly respond to incidents of discrimination and bigotry through discrimination complaint and resolution processes.

Adopted: 08/25/2021  
Amended:  
Superintendent: Dr. Adam Swinyard