

## Anacortes Education Association's Updated Plan to Improve Diversity January 2018

### **Persons Responsible for Plan Implementation**

Anacortes Education Association President and Executive Board.

### **Anacortes School District and Anacortes Education Association's Belief in Diversity**

Anacortes School District has seven schools, four elementary schools serving kindergarten through fifth grade, one middle school serving sixth through eighth grade, one high school serving ninth through twelfth grade, and one alternative high school. Both the Anacortes Education Association and the school district seek opportunities to include a range of human representations including race, class, gender, religion, and socioeconomic status in our programs and our leadership.

According to Anacortes School District Affirmative Action policy "The basic purpose of the ... program is to increase materially the utilization of minorities and women at all levels where disparity may exist in the work force, and to insure that proper personnel procedures are implemented which will provide uniform application of district personnel policy without regard to race, color, creed, sex, age, national origin, marital status, or because of a sensory, physical or mental handicap."

Furthermore, district policy has committed to recruit new employees by "listing vacancies with intention to reach potential applicants from protected employment groups in order to achieve affirmative action goals." District administrators confirm this commitment and outreach. As well, our contract language includes similar language and commitment.

### **OSPI Demographic Breakdown of Anacortes School District (as of October 2016)**

<b>STAFF- Ethnic Category</b>	<b>Number of Members</b>	<b>% of members</b>
Hispanic/Latino of any race(s)	1	.6%
American Indian/Alaskan Native	1	.6%
Asian	2	1.3%
Black/African American	1	.6%
Native Hawaiian/Other Pacific Islander	0	0%
White	146	95.4%
Two or More Races	2	1.3%
<b>Ethnic/Racial Minority Totals</b>	<b>7</b>	<b>4.5%</b>

<b>STUDENTS- Ethnic Category</b>	<b>Number of Students</b>	<b>% of students</b>
Hispanic/Latino of any race(s)	290	10.3%
American Indian/Alaskan Native	22	0.8%
Asian	98	3.5%
Black/African American	28	1.0%
Native Hawaiian/Other Pacific Islander	4	0.1%
White	2,311	81.8%
Two or More Races	72	2.5%
<b>Ethnic/Racial Minority Totals</b>	<b>514</b>	<b>18.2%</b>

**Goal**

To encourage and promote diversity in all aspects of the Anacortes School District and the Anacortes Education Association.

Objective 1: To increase ethnic minority and members’ participation in local Association activities.

Actions:

- AEA executive board voted to change the bylaws regarding Representative Assembly delegate election/appointment to address the need to fill the yearly minority delegate goal. If no minority representation is present in the elected positions, the AEA president will recruit and appoint a minority member to serve as a delegate.
- AEA has consistently had minority representation on the executive board. Currently our Vice President identifies as a minority. In the past we have also had minority building representatives. One recently stepped down due to a serious health condition.
- AEA will be sending a minority delegate to 2108 Representative Assembly in Spokane.
- AEA will continue to distribute any information from WEA and NEA regarding minority and multicultural resources, postings, activities and functions; and extend personal invitations and encourage participation by all, including administration in said activities.
- AEA will continue to bring forth issues concerning diversity to ASD when they are brought forth from our membership.
- AEA will actively recruit a member to fill our vacant Minority Affairs officer. Our new officer will focus on implementing our Diversity Plan and report out to the board at our monthly meetings.
- AEA will update our website and facebook page monthly with professional development, ways to get involved, and updates.
- AEA started a monthly newsletter this year. The newsletter focuses on new information for WEA, 4th Corner, and AEA. AEA encourages all members to get

involved in all levels of the union. In October members were offered information and opportunities to doorbell for Manka Dhingra of the 45th district.

- AEA has encouraged all of our new members to attend SPARKS training. AEA is sending two representatives to this training.
- AEA president, Erin Gibson, will be attending a NEA President's training in Washington DC. The training focuses on NEA Leadership Competencies, understanding our current reality and building strong worksites and relationships within our locals. The training will focus on how to connect with and engage members in our unions.

Objective 2: To continue to work cooperatively with the ASD personnel department to recruit and retain highly-qualified ethnic minority educators.

Actions:

- AEA has partnered with ASD for the past three years, attending job fairs in both western and eastern Washington. Union representation has been present to help recruit quality applicants.
- ASD recruitment and selection of staff policy focuses on the review and implementation of ASD's affirmative action plan and goals in hiring practices.
- ASD has recently started the BEST program to ensure the success and retainment of new educators in our district.
- ASD actively recruits using major websites such as monster and careerbuilder. They also post on local university pages as well, such as WWU, UW, Seattle U, Central, SPU, Eastern, and WSU.
- ASD uses an online application process to reach more diverse applicants
- AEA leadership will meet with district office leadership bi yearly to discuss hiring practices, current and future professional development, and school district policies on diversity and harassment.
- The MinorityAffairs officer will follow-through with the district's Title 1X officer to ensure the district is committed and following the affirmative action policy, especially as new hiring begins again in the future. We will also discuss recruiting procedures, and whether the district's monitoring and reporting process is still in action. As well, we will convey AEA's commitment to these policies, along with our full support of Multicultural Training opportunities for staff and administration.

Objective 3: To work with ASD and the community to inform, educate, and encourage diversity.

Actions:

- ASD implements training modules yearly on anti bullying and harassment which all staff have to complete. The school district also focuses on anti bullying and harassment lessons for students K-12 throughout the year.
- ASD recently completed a new strategic plan. One of the five pillars is equity. The plan focuses on closing the achievement gap. The district has committed to a five year process of developing district wide understanding of equity.
- ASD has committed to focus on the social and emotional well being of our students, staff and community. Some previous and future offerings:

- Parent Wellness Series (on going): Focusing on mindfulness, Anxiety, ADHD, PTSD, Signs of Drug and Alcohol Use, Limiting Screen Time, Adverse Childhood Experiences
- Disability Awareness (October)
- Trainings organized (or offered) for district staff
  - Applied Behavior Analysis (ABA)
  - ABA bootcamp
  - Assitive Technology Training
  - Writing Functional Behavior Assesments and Behavior Plans
  - Medicaid Training (WAMR System)
  - AIMS WEB Assessment Training
  - IEPOL Training
  - FERPA Training
  - Parent as Partners
  - Right Response Training
  - CCSS for SLPs
  - ASCA training for Counselors
  - Autism Trainings
  - WAAIM (alternative assessment) training
  - Trauma Informed Practices
  - Suicide Prevention
- ASD sends out weekly emails to all ASD families with opportunities for classes, sports, clubs, activities both in the district and the community.
- Anacortes High School has developed clubs that help focus on diversity. Some of these clubs include Diversity Club, Gay Straight Alliance, and Unified Club.
- AEA donated money to support a local farmers union, Familias Unidas Por La Justicia, when they went on strike last year. AEA is committed to help support, educate, and recognize issues facing the diverse populations in our region.
- Contact WEA about providing Culturally Responsive Strategies Training for our members.

Objective 4: To close the achievement gap in schools and classrooms.

Actions:

- ASD has committed to the AVID program which focuses on students who will be first generation college attendees since 2008. The classes, offered in grades 6-12, focus on preparing students to be successful in school. The school also trains non AVID teachers in AVID strategies that they can apply in their content area classrooms in order to help all students, not just AVID student, be successful in school.
- In fall 2017, all ASD staff viewed the film “Resilience” about adverse childhood experiences.
- AEA and ASD partnered to address an increase need for training around behavioral issues seen in the classroom. Dr. Greg Benner from the University of Washington will be teaching a three part series of classes on trauma informed practice.

- ASD also chose to focus on Social-Emotional Learning as a pillar in the strategic plan. This plan focuses on helping students with social awareness, self management, relationship skills and decision making in order to increase academic achievement.
- ASD recognized the increased need for language services in the district and increase one ELL position from .4 to .6 this year, as well as an increase in SLP services by .3 FTE.
- AEA website updates on PD trainings (ex. culturally responsive classroom management) have been posted on the AEA webpage, in the newsletter, staff room bulletin boards in each building, and promoted at building meetings.
- ASD has planned to remove all fees for students to increase equity and access to activities and sports.

### **Accountability**

The President and Executive Board will continue to monitor the number of ethnic minority members nominated and elected to the Representative Assembly. The Executive Board will analyze the results and adjust this plan as needed to fulfill the WEA representative goal. We will also continue to seek union involvement at every level, local, regional, state and national, from ethnic minority staff.

Finally, we recognize the disparity in the ratio of racial/ethnic minority students to staff and are working towards a better balance. We are very committed to increasing diversity in our community and school district and will continue to work with various stakeholders to overcome the challenges we face as a small district.

Respectfully submitted by:

Erin Gibson  
Anacortes Education Association President