

Wenatchee Education Association Inclusive Diversity Plan 2014-2015



"Become friends with people who aren't your age. Hang out with people whose first language isn't the same as yours. Get to know someone who doesn't come from your social class. This is how you see the world. This is how you grow."
– Unknown

Grammarly Quotes



**The Wenatchee Education Association represents just over 500
certificated employees in the Wenatchee School District.**

Submitted by President, Kris Cameron

The Wenatchee Education Association values, and is committed to creating an inclusive and diverse organization. Its leaders work hard to increase participation of all members, and are committed to supporting WEA/NEA goals and objectives to increase participation by ethnic minority/members of color, as well as remaining in regular communication with our HCRC representative. We engage with our communities of color via our PEA Grant program and through our strong collaboration with our school district to provide a myriad of opportunities for inclusion and participation. In addition, WenEA and WSD collaborate to provide equal employment opportunities for all.

For the 2014/2015 school year we have set forth the following goals:

1. Increase the number of Building Representatives of color
2. Promote member awareness of available resources
3. Encourage diverse members to hold leadership positions
4. Continue to collaborate with our District to engage our communities of color

Goal 1: Increase the number of Building Representatives of color

Teachers in our district are busier than ever, and for the first time, we have a record-setting six buildings for which we cannot recruit our full complement of representatives. We suspect this is due to the increased demands on teacher time with new evaluation and record keeping systems, our new curriculum adoptions and increased demands for group decision-making and data analysis. We currently have 37 building representatives, and five (approximately 14%) are of color. This is a reduction from previous years. Many of our long-time council leaders of color are having babies and taking time off to raise their families. During the next building rep election cycle this spring, our executive board members will be assigned to specific buildings with the goal of education and outreach to members of color to encourage them to run for election to the council. We will emphasize the value of diverse perspectives and how they strengthen our organization.

Goal 2: Promote member awareness about available resources

A) We currently communicate with all of our members via monthly electronic newsletter to school email addresses, our website and Facebook page and monthly 10-minute building meetings. We annually promote PEA Grants, the WEA Children's Fund, scholarship opportunities, training and professional development opportunities and all open leadership positions in WenEA. All District job openings are posted on the District website, in buildings, and shared via email with WenEA.

We have collected almost 400 of our 500 members' home emails with the intention of shifting all WenEA communications to home emails in the near future to allow us to share complete information without having to censor ourselves on school email. We also occasionally send political information to home emails.

B) WenEA has been an active participant and full partner with our school district's move to full implementation of the Positive Behavior Intervention Supports (PBIS). PBIS promotes more positive interactions and opportunities for students to modify their behavior. This has been proven to reduce suspensions and serious discipline problems, particularly among boys, and students of color. We will continue to provide information and training to our members.

C) Public Education Advocate (PEA) Grants

Locals in our North Central UniServ Council can apply for and receive pass-through funds to encourage opportunities to support parents interacting with their children's schools. WenEA annually applies for \$2 – 3,000

for this purpose and makes a great effort to publicize the availability of these grants via email directly to members, in our monthly newsletter, and at monthly 10-minute union meetings in buildings. So far for the 2014-15 school year, the WenEA Executive Board has approved funding for the following projects:

*** Elementary**

- Snacks and supplies for an Elementary Bilingual Family Support Workshop
- Math books for math kits to be checked out by families of elementary ESL students
- Food for families to attend third grade "Native American Museum." Students will share their reports and projects about various Native American tribes and their food, structures, culture and use of natural resources.
- Food for an evening celebration for elementary Highly Capable students and their parents to celebrate their learning.
- Food for Kindergarten Writing Celebration for students and their parents.
- Support for Elementary 5th Grade Math Night
- Support for Pre-School Autism Parent Education Nights

*** Middle School**

- Lunch for an AVID leadership retreat for three middle school AVID classes, WHS ASB, and community leaders. About 250 people are expected at the event. Virtually all of our AVID students are Hispanic and this event connects them with role models in high school and the community.

*** High School**

- Sponsorship of "Youth Diversity Justice Day" at Wenatchee Valley College. This event brings together high school and middle school students with adults who work in the law enforcement and criminal justice system. The main purpose of the event is to encourage students of color to consider careers in these fields.

- Purchased team t-shirts for student participants and a school banner for our Wenatchee High School Mariachi group to use at the Northwest Mariachi Festival. This reduces the cost of participation for our Hispanic musicians for whom cost is a barrier.

D) WEA-PAC & Politics

We believe that encouraging political involvement around public education issues will lead to greater political involvement around human and civil rights issues. WenEA was the first and still is the only certificated local in our Council to surpass the 50%+1 membership goal. This has been achieved by intense training for, and outreach by, our building reps about the importance of political involvement for all members.

For the past three years we have sent two members each year to participate in WEA Lobby Day in Olympia. We open this opportunity up to all members and communicate it via our Representative Council, direct email to all members and our monthly newsletter. This year our Hispanic representative had to drop out at the last minute and was not able to attend. We will continue to recruit minority candidates for this important opportunity by encouraging members of color to attend in small group meetings and personal contact.

E) WenEA hosts several social events throughout the year in order to encourage all members to make connections with others in a more relaxed setting.

Goal 3: Encourage diverse members to hold leadership positions

Currently all eight members of our executive board and all four members of our bargaining team are White. Executive Board members are elected by popular vote of our membership and bargaining team members are

appointed by the Board. We will continue to encourage members of color to participate in leadership positions in the following ways.

A) As a first year president I have started a “Shop Talk @ Lunch” visitation program and have spent time during lunches with members in all buildings we serve. Through this opportunity I’ve had an opportunity to meet and encourage members, particularly those of color, to become building reps, bargainers and exec board members. I was able to recruit a Hispanic member to attend Lobby Day and two others who ran and were elected to be WenEA delegates to RA.



B) Our Executive Board provides lunch and orientation for all certificated new hires. During our program we encourage participation in leadership roles and make a point to encourage new hires with diverse backgrounds. We also created a “New Member Survival Guide” to make benefits and additional compensation easier to understand and access.

C) At Rep Council we have begun a recognition program called, “Victory Lap,” whereby reps are recognized for their hard work and leadership in their buildings. The hope is that it will encourage building reps to encourage others to participate on the council and perhaps step up and serve on the executive board or bargaining team. There are two reps of color that I’ve taken particular care to encourage because they have shown a great work ethic and good leadership in their buildings. I see both of them as potential exec board members or bargainers someday.

D) I won approval for a proposal to offer clock hours for building rep training at council meetings. This has enabled our reps to receive some additional financial benefit from their participation in the council. (Many times our young teachers have young families and/or work second jobs to pay for education costs.)

E) We announced the opportunity to attend Sparks training to our membership via our monthly newsletter, Rep Council and building meetings. I reached out to several of our building reps of color. One was very interested, but was unable to make family arrangements to attend. We will continue to encourage interested members of color to participate in this great activity.

4. Continue to collaborate with our District to engage our communities of color

WenEA enjoys a collaborative relationship with our District administration. The WenEA president meets once per month with the senior level District administrators, and attends two senior leadership meetings per month with building principals and all district administrators and program directors. In addition, the full WenEA executive board meets monthly with both the senior level District administrators, as well as two members of the School Board and our Superintendent. Our discussions are wide-ranging and deal with ways to better serve students and our members.

Parent - Teacher Conferences

As in any school district, many of our parents work at low-paying jobs, or do shift work. As a union, WenEA and our school district are committed to providing parents with the opportunity to conference with their childrens’ teachers when it is convenient for them. All of our members agree to adjust their schedules to make themselves available to parents for two afternoons and two evenings during one week in October, and an additional afternoon/early evening in March. Our members also make themselves available to parents year ‘round via email, voice mail and in-person conferencing. We have access to bilingual translators and family advocates to assist in communication with non-English speaking parents. Last year I ordered WEA parent/family pamphlets in English and Spanish to have available during conferences.

Migrant – Bilingual Student Intake and Enrollment

WenEA has played a key role in facilitating a conversation between our members who work with intake screening for migrant and bilingual kindergarteners and our District Special Programs department. We have been actively working to streamline our procedures to make them less time-consuming and more convenient for families and staff – the “one stop shopping” idea.

AVID – Advancement Via Individual Determination

This program is designed to support students who have the potential to attend college, but have no family history of college attendance. WenEA members have been active participants on site based AVID support teams, teach AVID classes, and our District AVID director is a WenEA member. WenEA routinely supports AVID activities through our PEA grant funds. Virtually all of our AVID students are Hispanic and/or low income.

WenEA also actively supports these District programs and efforts:

- Dual Language program at elementary and middle school
- WestSide High School: Alternative high school at which students have access to child care and can work at their own pace and schedule
- Bilingual/ELL Programs at all levels
- GLAD strategies to support second language learners in the classroom
- Sheltered class structure to help emerging English language learners
- Student and family information translated into Spanish
- After school homework centers and enrichment programs with bilingual staff
- Parent education nights with Spanish translation and child care provided
- Bilingual high school graduation specialists (WenEA members)
- Newsletters and auto calls to families provided in English and Spanish
- Migrant/Bilingual family advocates
- Homeless student advocate
- I am on leave from my regular job as a Spanish teacher. I have been invited to speak at the Bilingual Parent Action Committee (PAC) and on a Spanish language radio program that covers education. I have not had time to take advantage of these opportunities, but hope to in my second year as president.

Athletic & Club Support for Low Income Students

- Free physicals
- Free ASB card for sports or clubs
- Scholarships for Summer Sport camps
- Sport equipment provided at no cost
- Coaches and Club advisors of ethnicity
- Activity Bus available for athletes and after school participants needing transportation home
- No cost to students or families to participate in the Mariachi music programs at middle and high school

WEA WA Ethnic Minority Summary Report of WenEA Members

Native American	Black	Hispanic	Asian	Multi-Racial	Native Hi	Other	Em/POC	Total Members	Total %
4	2	43	2	3	0	4	58	481	12.06

OSPI Report Card for 2013-2014

Student Demographics		
Enrollment		
October 2013 Student Count		7,829
May 2014 Student Count		7,814
Gender (October 2013)		
Male	4,037	51.6%
Female	3,792	48.4%
Race/Ethnicity (October 2013)		
American Indian/Alaskan Native	26	0.3%
Asian	76	1.0%
Native Hawaiian / Other Pacific Islander	8	0.1%
Asian/Pacific Islander	84	1.1%
Black / African American	29	0.4%
Hispanic / Latino of any race(s)	3,769	48.1%
White	3,721	47.5%
Two or More Races	200	2.6%
Special Programs		
Free or Reduced-Price Meals (May 2014)	4,761	60.9%
Special Education (May 2014)	885	11.3%
Transitional Bilingual (May 2014)	1,664	21.3%
Migrant (May 2014)	1,397	17.9%
Section 504 (May 2014)	95	1.2%
Foster Care (May 2014)	53	0.7%

Comparison of WSD Students from 2011-2012 to **2013-2014**

American Indian/ Alaskan Native	Asian	Pacific Islander	Asian/ Pacific Islander	Black	Hispanic	White	Two or More Races
39 26	69 76	5 8	74 84	40 29	3,769	3,813 3,721	198 200
0.5% 0.3%	0.9% 1.0%	0.1% 0.1%	1.0% 1.1%	0.5% 0.4%	46.2% 48.1%	49.3% 47.5%	2.6% 2.6%

