

Everett Public Schools Board Report

Equity and Access
Advisory Council
February 22, 2011



Council Members

- Christina Castorena, Community
- Van Dinh Kuno, Community
- JJ Frank, Community
- Tatiana Alexander, Parent
- Conchita Weller, Parent
- Ed Glazer, Teacher
- Greg Stair, Teacher

Council Members

- Arlene Vollema-Rich, Classified Staff
- Betty Cobbs, Principal
- Lynn Evans, Executive Director
- Cynthia Jones, Director
- Matt McCauley, Associate Superintendent



Work of the Council

- Review and acknowledge the 2008-09 Superintendent's Task Force on Diversity recommendations
- Training with Jeff Turner – Winter 2010
 - Diversity training consultant
- Began identifying goal areas – Spring 2010
- Development of a “Work Plan” 2010-present

DIVERSITY DEFINITION

Diversity is a commitment to understanding, recognizing and appreciating the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates differences. These include but are not limited to age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Diversity is a set of conscious practices that involve:

- * Understanding and appreciating interdependence of humanity, cultures, and the natural environment;
- * Practicing mutual respect for qualities and experiences that are different from our own;
- * Understanding that diversity includes not only ways of being but also ways of knowing;
- * Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges (for example: socio-economic, gender, sexual orientation, religious status and white privilege) for some while creating and sustaining disadvantages for others;
- * Building alliances across differences so that we can work together to eradicate racism and all forms of discrimination.

GOALS

2009 Superintendent's Task Force on Diversity

- Create a safe and welcoming teaching and learning environment that promotes and values diversity, equity and inclusion.
- Increase retention and success of diverse students.
- Increase student and parent involvement and engagement.

EAAC GOALS

- **Training** – Train all staff in diversity and cultural competency (including but not limited to ethnic, GLBT, special needs, and socioeconomically disadvantaged) by 2015 and increase on-going training with staff, parents, and community.

GOALS

- **Communication** – Increase effective communications with students, parents/guardians, families, and communities to promote equity and access of diverse populations.

GOALS

- **Parent and Community Involvement** - Increase parent/guardian and community involvement of underrepresented groups through collaboration and outreach.
- **Student advocacy** - Develop and implement a plan to identify and provide an advocate for diverse students.

GOALS

- **Staffing** - Increase the hiring and retention of a diverse workforce and provide opportunities for advancement for certificated and classified staff of diverse backgrounds.
- **Student achievement** - Close the achievement gap for students of color and other diverse groups.

Work Plan Emphasis: Training

Cultural competency training for all staff

- 2010-11 Superintendent's Leadership Team
- 2011-12 Trainer of trainers training
- 2012-13 Trainers train staff at each site
- “Come If You Wish” 2011 – 2013

Work Plan Emphasis: Training

- Partner with community agencies to provide cultural competency development for parents and community members
- Meet with the Cultural Competency consultant to review steps for improving staff members skills
- Assist district staff in identifying in-house, WEA/NEA and community resources for trainings

Work Plan Emphasis: Training

- Provide support and sponsorship of effective communication to staff regarding equity and access training
- Design and implement cultural competency training into the induction process of new teachers to the district
- Determine and implement means to collect evidence of implementation and impact

Work Plan Emphasis: Communication

- Identify target groups the Council believes are most in need of additional communications venues, means and styles
- Determine which group to first begin working with
- Identify what information this group needs, and prioritize needs

Work Plan Emphasis: Communication

- Develop methods, venues and budget required to meet targeted group's needs
- Gather input from representatives of target group to analyze what did and did not work
- Use “lessons learned” to begin working with next groups

Work Plan Emphasis: Parent and Community Involvement

- Identify parents and community members of diverse backgrounds that will be present in schools and interact with students and staff
- Collaborate with community organizations to assist in providing celebrations and workshops
- Help parents to advocate and navigate in the school system

Work Plan Emphasis: Parent and Community Involvement

- Identify and learn about community programs that will support this work
- Identify community members to act as mentors for students -- Link students with mentors
- Review and provide input to the district on “Welcoming Environment” indicators and strategies

Work Plan Emphasis: Student Advocacy

- Provide the purpose and expectation to schools for identifying an advocate for each student
- Provide schools support to implement a computerized tracking system and additional time for office staff to implement
- Ensure support groups exist for all student groups such as GLBT

Work Plan Emphasis: Student Advocacy

- Identify peer tutors for diverse students in need
- Link one-to-one peer tutors with diverse students in need
- Identify mentors for diverse students
- Link mentors with diverse students

Work Plan Emphasis: Staffing

- Provide the Human Resources Office with additional sources for advertising to potential employees from diverse backgrounds
- Review and provide input to HR regarding extended recruitment efforts to diverse communities

Work Plan Emphasis:

Student achievement

- District departments present information to the EAAC to include goals, data, etc.
- EAAC discusses data and ways to support the district in this effort



An appreciative thank you to the
members of the EAAC for their
commitment

QUESTIONS / COMMENTS