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DIVERSITY, EQUITY, & INCLUSION



The Scope of Work

Phase 1 Goals and Objectives are:

- Research Best Practices in effective DEI programs

Phase 2 Goals and Objectives are:

- Conduct an Analysis
- Build a comprehensive DEI plan that aligns with existing efforts

Phase 3 Goals and Objectives are:

- Guide the design and delivery of training

The Process

The **SCORE** Analysis is a SWOT-type analysis that addresses the **Strengths, Challenges, Opportunities**, and **Resistance** within an organization, which help shape **Equity goals** in DEI planning and implementation.

***EVALUATION
DATA
SOURCES***

The sources of information used in the report came from four sources:

- **The Data Dashboard**
- **School Climate Survey**
- **National Coalition Building Institute (NCBI) community engagement sessions**
- **One-on-one interviews**

DATA DASHBOARD

The Dashboard is an information management tool that visually tracks, analyzes, and displays key performance indicators, metrics, and critical data points to monitor the health of the district in specific areas.

The data on the dashboard is divided into the following categories:

- Graduation Rates
- Discipline
- State Assessment Results
- Enrollment
- FNSBSD Assessment Results
- School Climate Students
- School Climate Staff
- School Climate Parents

SCHOOL CLIMATE SURVEYS

The ED School Climate Survey (EDSCLS) communicates the experience and perceptions of the students, staff, and parents.

NUMBER OF PARTICIPANTS:

- **5,328** surveys by students
- **1,561** surveys by parents
- **681** surveys by staff

Groups Identified in the survey:

- *Asian
- *Multiracial
- *Alaska Native/ American Indian
- * Two or More
- *School/School Group
- *School Year
- *Grade Level
- *ELL
- *Economically Disadvantaged
- *Black
- *Hispanic
- *White
- *Other
- *Gender
- *Staff Type
- *Migrant
- *SWD
- *Homeless

NCBI COMMUNITY ENGAGEMENT SESSIONS

NCBI is an international non-profit leadership development network dedicated to eliminating racism and other forms of oppression and address systemic change.

NCBI works with organizations to further cultural competence, collaboration and partnerships, affinity group development, effective relationships across group identities

Community Engagements Participants: 400+ people

Group Identities:

- *Parents
- *African Heritage
- *Latino
- *Jewish
- *Alaska Native
- *Spiritual
- *Christians
- *LGBTQ+
- *Mental Health
- *Students
- *Administration
- *Educators
- *ESSA Staff
- *New to Fairbanks
- *Law Enforcement
- *Teachers
- *Hidden Disabilities
- *Working Moms
- Men
- *Women
- *Recovery for Addiction
- *Parents of Special Needs Children

ONE-ON-ONE INTERVIEWS

Departments, Programs, and Individuals

Included: NUMBER OF PARTICIPANTS: **28**

School Board

- School Board member

Assistant Superintendents

- High School
- Elementary School

Human Resources

- Executive Director
- Recruiting and Retention
- EEO
- HR ESSA Exempt and Employee Coordinator
- Title IX
- Employee Relations
- Training Specialist

Federal Programs

- Executive Director
- Assistant Director
- Alaska Native Education
- English Language Learners
- Community After Schools Program
- ESEA Program Compliance Coordinator
- McKinney-Vento Education Program

Teaching and Learning

- Executive Director
- Professional Development
- Military Culture

C, D, and E

- Executive Director
- Digital Communications Manager

Community Members

- Local Pastors
- Previous Students

Five primary areas were continually surface throughout the process.

Although these areas were not entirely deficient, strengthening them would enable the FNSBSD to achieve significant impacts.

The highlighted fields are:

- Leader and Staff Professional Development*
- Diversity, Equity, and Inclusion in Curriculum*
- Recruiting, Hiring, and Retaining minorities*
- Measuring and Benchmarking the effectiveness of DEI*
- Communication and Community Engagement*

Professional Development

To have a successful DEI program, each member should believe that *equity* work is non-negotiable and must be part of the DNA of the FNSBSD.

This work requires a systemic shift, and DEI must be embedded in every part of the system to be sustainable.

Professional Development

- ❑ Leaders: Training should be provided to equip them to promote, drive, and guide the FNSBSD DEI initiatives.
- ❑ All Staff: Provide DEI training throughout the school year for all staff. Include topics such as:
 - NCBI
 - Courageous Conversations
 - Effective interventions (relating to bullying, discrimination, bias, and hate speech)
 - Unconscious bias and microaggressions
- ❑ Teachers Include:
 - Social-Emotional Self-care
 - Continued proficiency training on Restorative, Trauma-Informed, Culturally Responsive, and Social-Emotional Learning Practices
- ❑ New hire onboarding workshop:
 - Understanding the FNSBSD commitment to DEI
 - School Climate (School specific)
 - NCBI ½ Day training

Diversity, Equity, and Inclusion in Curriculum

The District should conduct a review of the curriculum and teaching using a DEI lens to answer the following questions:

- What perspective and identity are most prevalent?
- Are educators (perhaps unintentionally) teaching from a lens that keeps “Eurocentric” as “normal” and everything else as deficient?
- Is there an aspect of a given curriculum that seems to be problematic or insensitive?
- How are other elements like customs, gender, sexuality, religion, language, dress, and styles of celebration, talked about in the classroom?
- What process will you take to adapt, change, or even omit anything that might not align with your commitment to elevate and honor diversity?

Recruiting and Hiring

- Collect data from all hiring managers to determine if there are any diversity discrepancies in:
 - Those that have applied but not selected
 - Those interviewed but not hired
 - Those hired but not retained

Retention

- Create a Sponsorship/Mentorship Program for newly hired employees to help with onboarding. The program goal is to ensure that a new employee's transition is as smooth as possible for them and their family.
- While introducing restorative, trauma-informed, culturally responsive, and social-emotional learning practices, it is vital to provide trauma-informed and social-emotional self-care for providers.
- Create an award or recognition process for staff who have excelled in areas of DEI

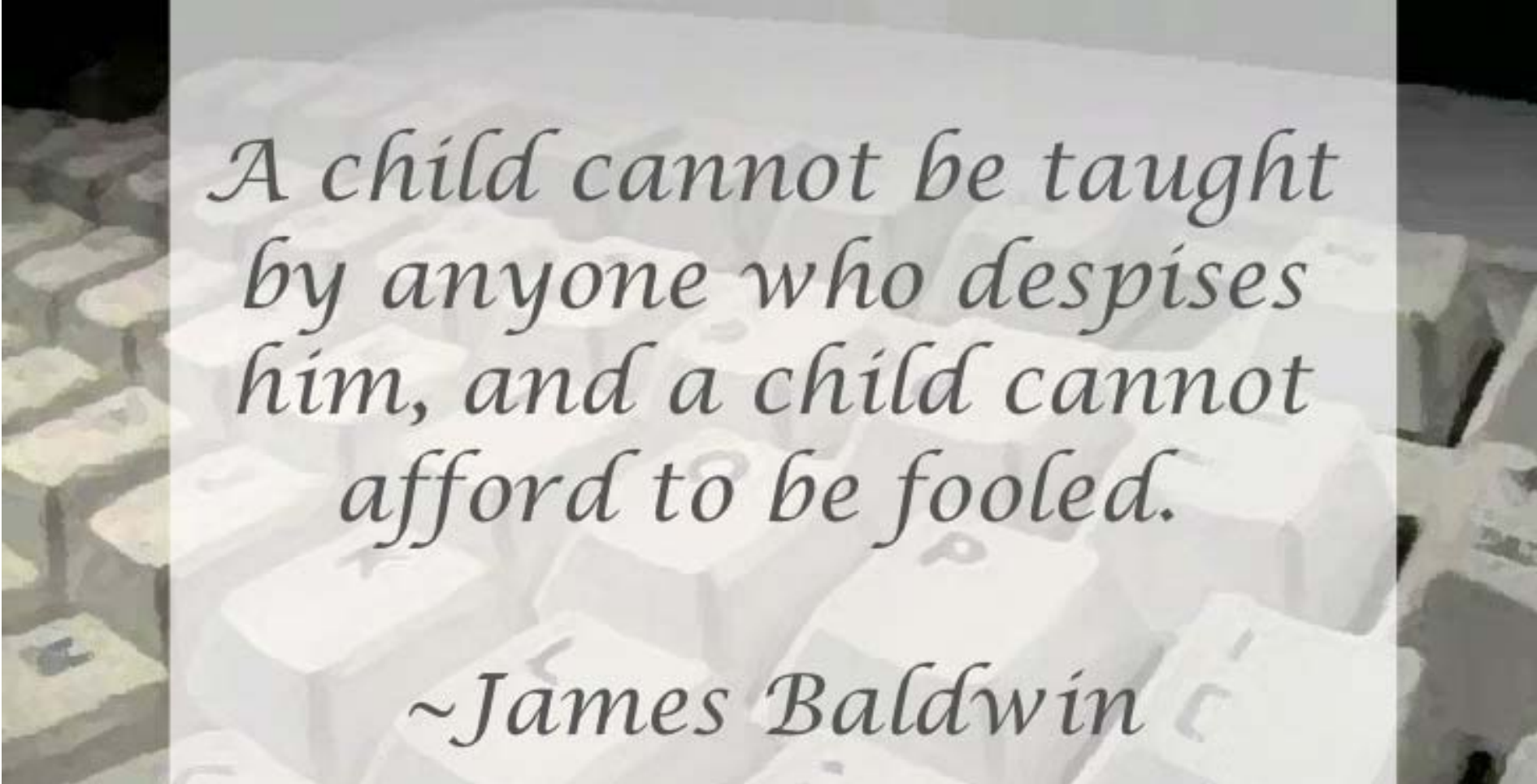
Measuring and Benchmarking the effectiveness of DEI

The District should establish a procedure to examine its programs, policies, and procedures through a DEI lens.

- Provide alongside the Data Dashboard, the strategic plan and what action steps that will be taken to address deficient areas.

Communication and Community Engagement

- Publish an annual DEI document to communicate climate, ongoing efforts, progress, challenges, and success stories.
- Create a Diversity, Equity, and Inclusion webpage dedicated to information, resources, training, and cultural events.
- Conduct an annual community-wide Diversity, Equity, and Inclusion Symposium. Partner with the military, university, city, borough, and others to co-sponsor an event.



*A child cannot be taught
by anyone who despises
him, and a child cannot
afford to be fooled.*

~James Baldwin