



Justice, Equity, Diversity, and Inclusion (JEDI)

### ***Diversity Statement***

*The Flagstaff Unified School District values the diversity of our community, staff, and students and is committed to equity, inclusion, dignity, and respect for all. We believe that to be prepared for today's global society and workforce, students and staff must be able to understand, appreciate, work with, and learn from people with cultures and backgrounds different from their own.*

### ***Strategic Plan - Equity and Inclusion***

*All FUSD students, regardless of external factors, are safe and have the skills and access to champions they need during their time in FUSD and after graduation.*

## **Domain: Curriculum**

Goal 1: Establish a consistent process (forum) to address issues that are concerns to students and stakeholders related to curriculum. **Completed**

- Diversity, Equity, and Inclusion Curriculum subcommittee have been formed.
- Curriculum review teams have been created at various grade levels and content areas to review, update, and support all stakeholders that relate to curriculum issues.

Goal 2: Conduct a thorough review of the extent to which students with dis/abilities have full access to the general curriculum, and make changes where needed for full access. **Ongoing**

- STEAM resources have been purchased for specialized/special education programs.
- Elementary social studies curriculum is currently being reviewed.
- The Equity, Inclusion, and Support Department provides oversight of this review through monthly meetings with program specialists.

Goal 3: Integrate ethnic studies into the curriculum, including in elementary grades. **Ongoing**

- Curriculum and literacy review provides input on revisions to curriculum.
- Social Studies and ELA curriculum integrates ethnic studies. In addition, focus areas are incorporated during significant annual celebrations (February - Black History Month; November - Native American Month).

## Domain: Professional Learning

Goal 1: Collect baseline data to gather information about staff knowledge of racism and bias issues, attitudes and interest in learning about anti-bias/anti-racism, and their current practices with respect to equity. **Completed**

- Worked with Hanover to culminate the survey data (data provided in Hanover flier)
- Panorama Data
- Collecting data from schools/ observations
- Restorative Practice consultants data

Goal 2: Create a funded 9-month plan for mandatory professional learning around anti-racism and anti-bias that involves all district employees and is integrated into the school district and in each school, as evidenced by the integrated school district and individual school action plans. Equity by Design book study for administrators. **Ongoing**

- “Our World, Our Schools” training with action plans; four sessions. Hoping for district for next year.
- “Our World in the Workplace” training will be coming soon.
- Restorative justice trainings for classified
- Continued training for teachers and administrators (all schools trained by August 2022)
- Parent night on Zoom (continued)
- Training for trainers problem solving and harm circles/training for trainers on restorative mediation and conferencing
- Restorative mediation and conferencing for administrators
- Training of trainers for Restorative Practice for one or more for all schools
- “Culturally Responsive Teaching” by Zaretta Hammond book study
- “Culturally Responsive Teaching” through social justice standards
- Restorative Practice Circles Practice for all staff

Goal 3: The district will utilize an external committee/organization to annually evaluate the effectiveness and integrity of the implementation of the professional learning offerings.

**Ongoing**

- Hanover

## **Domain: SEL and Behavior**

Goal 1: Create an ongoing district-wide committee that includes students and staff members to review behavior infractions as they relate to racism and bias while ensuring restorative practices are in place. **In progress and on-going**

- Hanover is working with our district to extract data for review.
- Development of a new discipline matrix with Restorative Solutions.
- Starting a new alternative to suspension program December 2, with restorative practices embedded in the educational classes students will attend. **Completed**

Goal 2: Implement a process to have an on-call advocate/mentor (community member, staff member, or student) that a student can identify with in one or more identities. This person would be coordinated through the counselor or administration for students that may need it. Students and/or counselors can determine need. **In Place and on-going**

- Identifying student needs through counselors and social workers to pair with an advocate.

Goal 3: District will hire an external expert/organization to conduct an assessment of policies, practices, and procedures already in place related to student behavior. Based on the assessment, FUSD will then create a prioritized list of research-based practices for improvement of those policies, practices, and procedures. **In progress**

- Restorative Practice Behavior matrix draft presented to administration, JEDI committee, PBIS, and Restorative Practice Committee. Collected input on questions, challenges, what they like, and ways for implementation.
- Creating a task force to work on matrix revisions.
- Hanover is also working on assessment of policies.

Goal 4: District will provide ongoing training for families on restorative practices to promote understanding, partnership, and encourage families to implement restorative practices at home. **Completed and on-going**

- Student training in the fall
- Spring 2022 parent and family night webinars on Thursdays

**Domain: Staff Diversity**

Goal 1: Strive for staff demographics that reflect the student body and, specifically, increase staff (including leadership positions, cabinet, etc.) diversity each year in each staffing category by 2%. **Ongoing**

<i>Administration</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
<i>American Indian</i>	2.45%	2.5%	2.5%
<i>Hispanic</i>	2.45%	5%	5%
<i>Native Hawaiian</i>	0%	0%	2.5%
<i>White</i>	95.10%	92.5%	90%
<i>Classified</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
<i>American Indian</i>	15.65%	16.70%	15.25%
<i>Black</i>	2.2%	2%	1.63%
<i>Hispanic</i>	7.35%	9.95%	7.62%
<i>Native Hawaiian</i>	.1%	.2%	.4%
<i>Two or More Races</i>	3.3%	2.78%	2.18%
<i>White</i>	71.4%	68.37%	72.92%
<i>Certified/LP</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
<i>American Indian</i>	4.45%	4.6%	4.85%
<i>Asian</i>	.30%	.30%	.30%
<i>Black</i>	.85%	.75%	1%
<i>Hispanic</i>	2.6%	6.5%	7%
<i>Native Hawaiian</i>	.15%	.15%	.15%
<i>Two or More races</i>	2.45%	2.2%	1.65%
<i>White</i>	89.2%	85.5%	85.05%
<i>Ancillary</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>

<i>American Indian</i>	17.65%	15.65%	18.75%
<i>Hispanic</i>	3%	3.13%	10.45%
<i>Native Hawaiian</i>	0%	0%	2.05%
<i>Two or More Races</i>	5.8%	6.25%	6.25%
<i>White</i>	73.55%	74.97%	64.55%

Goal 2: Improve recruitment efforts to reach and attract diverse candidates for all positions.

**Completed**

	<i>2019</i>	<i>2020</i>	<i>2021</i>
<i>American Indian</i>	9%	11.1%	13.4%
<i>Asian</i>	0%	1%	1.7%
<i>Black</i>	.6%	1%	1.5%
<i>Hispanic</i>	9.6%	17.2%	15.3%
<i>Native Hawaiian</i>	0%	0%	.2%
<i>Two or More Races</i>	3.6%	2%	3%
<i>White</i>	77.2%	67.7%	64.9%

- Established long-term recruitment partnerships with Diversityineducation.com, LinkedIn, and Education Week.
- Advertised with targeted audiences for veterans, Native Americans, Latinex, and Black/African American.

Goal 3: Increase retention of diverse staff by 10% over current rates. **Ongoing**

- Voice, Negotiation, and Staff Diversity committees currently working on retention programs and activities.

Goal 4: Conduct an annual staff culture and climate survey, and report findings each year to the Board. **Ongoing**

- Survey ran from May 12 to June 9, 2021; presented to Governing Board on August 10, 2021

- Strength noted - My ability to succeed at the company is not affected by my race, gender, or religion. (80th percentile)
- Opportunities noted - The company supports workforce diversity. (55th percentile)
- Survey schedule in April 2022
  - Working on communication regarding how the areas of opportunities have been addressed.

Goal 5: Match every new hire to FUSD with a mentor who has similar background/identity characteristics. **Ongoing**

- Current programs in place
  - Certified mentor/mentee training program; updated pairing process implemented 2021-2022 school year
- Future programs in planning phase
  - Administrator/Ancillary - a subcommittee has been established to develop the program structure and guidelines. First meeting occurred March 29, 2022.
  - Classified

Goal 6: Create affinity groups for faculty and staff to share experiences and provide support to one another. **Completed and Ongoing**

- Affinity groups have been established as of 2021-2022 school year, and stipends provided for affinity group facilitators.
  - Updated meetings and goals to occur in January 2022.

Goal 7: Develop a “grow your own” program that encourages diverse FUSD students to pursue educational degrees/careers. **Completed and Ongoing**

- Current programs in place
  - Partnership with Grand Canyon University for classified staff members enrolling in the Education Program with a discounted tuition rate.
  - Beat the Odds Academy (NISL) for aspiring leaders; first cohort graduated with second cohort currently attending
- Programs in development
  - Grant program through ADE - SETTA and GETSET programs;
    - SETTA is a tuition support program to support paraprofessionals working towards their teachers certificate in special education. FUSD may submit one candidate for recommendation to ADE. Applications due to ADE by April 15, 2022



## Justice, Equity, Diversity, and Inclusion (JEDI)

- GETSET is a tuition support program to support teachers working towards obtaining their certification in special education. FUSD may submit one candidate for recommendation to ADE. Applications due to ADE by April 15, 2022.
- Working through FUSD's Professional Learning department to develop a recommended professional learning plan to support paraprofessionals and instructional aides to allow greater success in preparedness for entry into teacher preparatory programs.
- Discussion with College and Career Readiness division to investigate student "grow your own" program and options
  - Working with other Human Resource/Human Capital leaders through the American Association of School Personnel Administrators (AASPA) to evaluate success of grow your own programs throughout the country.
  - Looking into opportunities with Educators Rising this is a career and technical student organization (CTSO) with intra-curricular learning opportunities integrated into existing education and training programs.