

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION

February 15, 2016

Work Session:
Human Resources: Communications & Outreach, Compliance, Diversity, Hiring, & Training; and the 2016-17 Proposed Budget

6:30 p.m.

(Please note new meeting time)

Board Room
Administrative Center
520 Fifth Avenue

AGENDA

1. **Call to Order**
2. **OUR MISSION:** *Our mission is to provide an excellent, equitable education in a safe, supportive environment so all students will succeed and contribute to a diverse and changing society.*
3. **Roll Call**
 - Heidi Haas, President
 - Lisa Gentry, Vice President
 - Allyson Lambert, Treasurer
 - Michael O'Brien, Clerk
 - Wendy Dominique, Member
 - Sue Hull, Member
 - Sean Rice, Member
 - Kobe Rizk, Student Representative
 - Richard Cole, Base Representative
 - Sean Williams, Post Representative
4. **Human Resources**
 - Communications & Outreach
 - Diversity
 - Training
 - Compliance
 - Hiring
5. **2016-17 Proposed Budget**
6. **Board Comments/Announcements**
7. **Adjournment**

Executive Session: The board reserves the right to enter into executive session on any agenda item as and to the extent allowed for in State law. Executive sessions will be entered into by motion for the following subjects as permitted by law: (1) matters the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; (4) matters involving consideration of government records that by law are not subject to public disclosure. Motions to go into executive session should specify the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Reference: AS 44.62.310 and Board Policy 264, D.

Work Sessions are an opportunity to study and review, in-depth, matters that may be too lengthy for a regular or special meeting. No action may be taken at a work session. All work sessions, special, and regular meetings are open to the public.

Work Session

February 15, 2016

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2016

**Human Resources Progress
Report**

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Introduction

The 2016 Human Resources Progress Report consolidates into one report, progress made on objectives and initiatives, which have guided the direction of the department, from each of the following documents:

- 2015-2016 Hiring Report & Action Plan Goals and Objectives
- Workforce Diversity Action Plan (DAP)
- FNSBSD FY15-19 Strategic Plan - 2015-16 School Year: HR Strategic Initiatives

These documents are included in the appendices for reference.

The progress report includes the following five sections:

- Communications and Outreach
- Compliance
- Diversity
- Hiring
- Training

Each section of the report identifies the objectives and initiatives that relate to that section. When objectives and initiatives apply to more than one section of the report, the narrative of the section in which the objective and initiative are most closely aligned fully reports on progress.

Communications and Outreach

The **Communications and Outreach** section reports on the progress from each of the following:

HR Strategic Initiative 2.2.9: Routinely interact with building and department staff by conducting bimonthly "lunch and learn" or other interactive engagement opportunities

A primary focus of the HR Department has been improving outreach and communications to and with stakeholders. At the building and department level, the HR leadership team that includes the executive director, director of compliance and training, director of employment and education opportunity, director of labor and employee relations, and the staffing and operations coordinator, has sought opportunities to be present and accessible in schools and departments. From August 2015-February 1, 2016, leadership team members have made 21 visits to schools and departments. Visits have focused on the following:

- Outreach to newly hired special education teachers
- Customer service and improving communication with the HR Department
- Investigation processes
- Meeting with principals/administrators to identify concerns and making personal connections with staff throughout the building

These visits have been well received and will continue throughout the school year. Visits have highlighted areas in which the HR Department can enhance communications and provide assistance to buildings and departments, as well as served as opportunities to build and sustain relationships with new and existing staff.

2015-16 Hiring Report & Action Plan Objective 4.2: Maintain partnerships with University of Alaska campuses, as well as other universities and colleges that offer teacher preparation programs, to increase the pipeline of qualified applicants.

The district has continued to meet with staff from UAF on a quarterly basis to discuss practicum and student teacher placements, recruitment and hiring, background check processes, and issues that involve student teachers. In addition, the staffing and operations coordinator meets with all UAF elementary education intern students each spring to answer questions about applying for teaching positions with the district and to review the overall application process. HR staff also participates in a panel discussion each spring with UAF secondary education intern students. Additionally, the district partners with Kent State to recruit and provide internship opportunities for physical therapy students.

2015-16 Hiring Report & Action Plan Objective 4.3: Partner with other entities that actively recruit, such as Fairbanks Memorial Hospital, UAF, Chief Andrew Isaac, the construction and mining industries, and the military in order to recruit spouses or other family members and/or to have them serve as ambassadors for the district.

In order to attract a more diverse pool of applicants, recruitment opportunities are shared with the Fairbanks Native Association, Fort Wainwright and Eielson military installations, the NAACP, and the Literacy Council of Alaska. Other recruitment outreach efforts include participating in job fairs in the community such as the Department of Labor job fair, the UAF career fair, and the veteran's job fair at the National Guard Armory. In February 2015, HR staff spent a day at both Anderson and Crawford Elementary Schools during parent teacher conference days in order to recruit military spouses for hard to fill sub/temp positions at Salcha and Eielson. The HR Department will continue to participate in and initiate opportunities in the community and strive to broaden the scope of existing partnerships.

Compliance

The **Compliance** section reports on the progress from each of the following:

HR Strategic Initiative 4.1.10: *Develop a comprehensive file plan for personnel files and other related employee files to address record compliance requirements and best practice in coordination with the district record retention policy. Review and bring all current employee files into compliance with new filing plan.*

After a full review of current personnel related files, a plan for a comprehensive filing system plan is being developed and vetted prior to full implementation. Over the last year, a backlog of approximately thirty-three (33) boxes of terminated employee files have been processed to meet record retention policies and moved to archiving. In addition, targeted record audits have been conducted on the I-9 files, training files, volunteer files, FBI background checks, and Hepatitis B vaccine acceptance or declination forms. Secured electronic filing systems have been established for ADA/AA, workers compensation, background checks, volunteers, employee relations, and recruiting.

HR Strategic Initiative 4.1.13: *Revise district position descriptions to comply with the Americans with Disabilities Act by differentiating essential and non-essential functions and identifying physical and mental demands of position.*

See Hiring section.

HR Strategic Initiative 4.3.1: *Implement new evaluation system for certified staff based upon the Danielson Framework for Teaching.*

New certified staff evaluation systems were implemented at the beginning of this school year in coordination with the teacher and principal evaluation workgroups. All certified staff received training on the new systems during the certified staff professional development day in August 2015. Principals, teachers, district administration, and the teacher evaluation work group have been working through the implementation of the new systems as the year has progressed.

HR Strategic Initiative 4.3.2 *Provide support and guidance to administrators on the implementation of the new educator evaluation framework.*

The HR Department has provided input and support as the evaluation systems have been implemented.

Diversity

The **Diversity** section reports on the progress from each of the following:

HR Strategic Initiative 2.2.15: *Implement ongoing diversity training for hiring authorities, managers, and general staff.*

DAP Goal 4: *Implement ongoing diversity training programs for hiring authorities and managers as well as for all employees.*

DAP Action Items 1-2: *1) Plan and present training program to recruiters, managers and hiring authorities to address issues of cultural and racial awareness (including Native cultural norms), anti-bias education, and EEO considerations; and 2) Plan, schedule and present training programs to all employees to address issues of cultural and racial awareness (including Native cultural norms), anti-bias education, and EEO considerations.*

The EEO office is currently evaluating several training programs with a focus on diversity and inclusion.

HR Strategic Initiative 2.3.8: *Provide periodic data and progress updates regarding the workforce diversity action plan achievements.*

HR Strategic Initiative 2.3.9: *Establish a diverse committee to identify and develop a plan to address impediments to achieving greater diversity in recruitment, hiring, and retention of diverse staff.*

DAP Goal 2: *Examine recruiting, hiring, and retention practices so as to identify existing impediments to achieving greater diversity among school district staff.*

DAP Action Items 1-3: *1) Establish diverse committee to review recruitment, hiring, and retention practices; 2) Identify existing impediments to achieving greater diversity among staff; and 3) Develop strategies to overcome existing impediments to greater staff diversity.*

Diversity Action Plan (DAP) Progress Update

The Workforce Diversity Action Plan (DAP) hiring committee was formed to identify impediments to recruiting, hiring, and retaining diverse school district personnel, and to develop strategies to overcome any existing impediments. The committee met on September 16, 2015 and October 19, 2015. The committee consisted of:

- Steve Atwater- Vice President, UAF K12 Outreach
- Joann Borges- Board Diversity Committee Member, FNSBSD
- Crystal Christian- Eielson AFB Community Readiness Specialist, Airman & Family Readiness
- Carey Luttrell- Director, Eielson AFB Airman & Family Readiness
- Yatibaey Evans- Alaska Native Education Coordinator, FNSBSD
- Dorothy Jones- Board Diversity Committee Member, FNSBSD
- Diann Pearson- CMSR, Physician Recruitment, Fairbanks Memorial Hospital
- Pete Pinney- Executive Dean, College of Rural and Community Development, UAF
- Heather Stewart- Principal, Ryan Middle School, FNSBSD
- Doug Toelle- Advocacy Director, Access Alaska Inc.
- Linda Woods- Program Director, Fairbanks Native Association

Diversity (continued)

The committee met twice to review the school district's current recruitment, hiring, and retention practices, as well as student and staff statistical data. The committee's overall assessment found the school district faced several challenges related to recruitment. Challenges and impediments identified included the community's perception the school district was not diversity friendly; did not understand cultural differences; and its hiring authorities were biased and did not include diverse members. The committee also gleaned the district was not on the public's daily radar.

The committee proposed several solutions to address identified recruitment impediments. Most importantly, the school district should ensure the job application process included additional formats such as hard copy and multi-language options; a stream-lined process eliminating redundant information; a user friendly application; and clearly identified support resources available to assist in the application process. The committee also suggested the school district partner with other organizations to increase the number of viable candidates; increase advertising options (such as feeders to organizations via e-mail); and grow district students to enter the school system workforce.

Another proposal suggested the district develop marketing strategies to include: telling positive stories about the district; advertising in school bulletins (newsletters); advertising testimonials from diverse staff regarding why they choose to work for the district; working with PTAs to get the word out; using social media for positive messaging and informative e-mails; utilizing relationships with Doyon Foundation, Doyon Limited, and the Native Teacher Association; expanding "grow our own" with students; and considering signing bonuses.

With respect to the logistics of the hiring process, the committee indicated the district did not give consideration to applicant performance and references, but rather, relied solely on the application; consequently "great" teachers did not receive interviews. Further, the perception was the district did not consider cultural and interpersonal differences when interviewing applicants. It was noted, military spouses were often turned off by the cost-prohibitive Alaska state requirement of six (6) credits in Alaska cultural studies for incoming teachers. Also noted, were financial impediments at the district level, such as the \$49.75 fee for FBI fingerprinting, which was due at the time of hire.

In response to the identified hiring impediments, the committee proposed several strategies that included: offering monetary incentives to prospective hires; revisiting incomplete applications; soliciting tutors and mentors to help prepare applicants for interviews; providing mock interviews at hiring fairs; training hiring managers on cultural sensitivity; providing the interview questions to applicants on the day of the interview; and allowing applicants the flexibility to answer interview questions in order of personal preference.

Regarding retention challenges, which included the district's reduction in force (RIF) process, the committee suggested offering employment retention incentives, job sharing, alternate work schedules, and training to facilitate promotions. Other committee suggestions provided included, soliciting staff feedback through surveys, addressing cultural isolation, and increasing school volunteers by reaching out to parents.

Diversity (continued)

HR Strategic Initiative 2.3.13 *Collaborate with the Public Relations Department to showcase the district's diverse workforce to aid in recruitment.*

DAP Goal 3: *Endeavor to recruit, hire, assign and retain qualified applicants who will contribute to building healthy, diverse learning and work environments to benefit all students, their families and staff.*

The EEO office recently strategized with the Public Relations Department on how to showcase the district's current diversity by recruiting diverse staff for video testimonials. Staff have been identified to provide testimonials and their testimonies highlight why the Fairbanks school district is a great place to work. Testimonials will be placed on the Human Resources page of the district website.¹

The EEO office is currently evaluating several training programs with a focus on diversity and inclusion.

HR Strategic Initiative 2.3.10: *Host three (3) recruitment events in order to attract a diverse pool of applicants who will be exposed to the district's application and interview process, and who will obtain knowledge about the district's efforts to diversify its population.*

DAP Goal 5: Increase recruitment, hiring, and retention of employees who represent diverse cultural, religious, language, ethnic, and economic backgrounds through systematic change in the district's recruitment, hiring and retention practices.

DAP Action Items 1-2: *1) Schedule and host recruitment events for the community; and
2) Provide opportunities for candidates to participate in mock interviews with district administrators.*

Beginning in SY 2014-2015, HR and EEO office teamed up to go out into the community and connect with potential applicants. This effort continued in SY 2015-2016 with a Fall Job Readiness Workshop on December 8, 2015 at the JP Jones Community Center. Just under 20 attendees were provided with an AppliTrack overview, résumé and cover letter tips, best practices for interviewing, and a mock interview. Lastly, the workshop disseminated information regarding substitute teaching and temporary employment opportunities with the school district. Feedback from participants has been overwhelmingly positive and many have said they would recommend the event to others. Two future events are planned for the spring.

¹ See example of a proposed video testimonial- <http://www.nclack.k12.or.us/page/1779>

Diversity (continued)

DAP Goal 6: *Encourage a diverse population to enter the workforce ready to develop and sustain meaningful relationships as they carry out the work of the district.*

DAP Action Item 1: *Participate in Eielson Air Force Base Community Partnership Initiative program for Public Education Employment Opportunities for Air Force Spouses.*

The EEO office submitted a Military Spouse Employment Partnership application in order to advertise district employment on the military's national registry. A scheduled interview is imminent. The EEO office also participates in quarterly meetings with Eielson AFB Airman & Family Readiness personnel to discuss potential outreach projects and statistical hiring data for military spouses.

DAP Goal 7: *Evaluate the implementation and outcomes of the Workforce Diversity Action Plan (DAP) in its recruiting, hiring, and retention practices for all categories of employees.*

DAP Action Item 2: *Maintain data on hiring and analyze for outcomes.*

The EEO office has compiled statistical data on students and district employees which will be used as a baseline for monitoring and analyzing the effectiveness of the DAP.

HR Strategic Initiative 2.3.12: *Conduct surveys at district and community events in order to obtain feedback on how the district is meeting its diversity objectives.*

The EEO office will work with Dr. Ellis Ott, research associate and accountability coordinator, to compile questions for a diversity climate survey at the end of the school year. Results from the survey will be used as a benchmark for measuring the success of diversity objectives.

On December 8, 2015, the HR Department hosted a community Job Readiness Workshop. Feedback from the workshop regarding how the district could better meet its diversity objectives included, outreach to the district's diverse student population to prepare them for future employment with the school district; job readiness training; and targeted advertisement to community organizations.

2015-16 Hiring Report & Action Plan Objective 4.3: *Partner with other entities that actively recruit, such as Fairbanks Memorial Hospital, UAF, Chief Andrew Isaac, the construction and mining industries, and the military in order to recruit spouses or other family members and/or to have them serve as ambassadors for the district.*

See Communications and Outreach section.

Hiring

The **Hiring** section reports on the progress from each of the following:

HR Strategic Initiative 2.3.10: *Host three (3) recruitment events in order to attract a diverse pool of applicants who will be exposed to the district's application and interview process, and who will obtain knowledge about the district's efforts to diversify its population.*

2015-16 Hiring Report & Action Plan Objective 2.3: *Host at least three outreach events at locations other than the district. The focus will be on helping applicants understand the district's recruiting and hiring processes and to provide general assistance with résumé, cover letter, and interview techniques, as well as to recruit for the substitute teacher and temporary worker pools with an emphasis on hard-to-fill positions such as on-call custodians and special education aides.*

See Diversity section.

HR Strategic Initiative 2.3.13: *Collaborate with the Public Relations Department to showcase the district's diverse workforce to aide in recruitment.*

See Diversity section.

HR Strategic Initiative 4.1.12: *Develop comprehensive classification matrices in order to properly align position descriptions with pay. REVISED: Evaluate classifications of exempt and support staff positions and provide recommendations for revisions.*

Determining the classification of a position involves an in-depth analysis that includes the following variables: complexity and scope of work, level of supervision, minimum education and experience requirements, degree of autonomy, and independent decision making. Classification is a moving target as roles and responsibilities often change over time within a position and it is important to evaluate such changes in case a change in pay or classification is warranted.

Positions in particular need of classification review are support staff (ESSA) and exempt (non-union) positions. ESSA positions have undergone several classification studies over the past 15-20 years. The most recent of these studies was reviewed this year in preparation for addressing the various positions that are out of alignment. HR will be recommending a total of five or six reclassifications in order to address positions that are out of alignment with current pay.

At this time exempt positions have yet to be evaluated.

Hiring (continued)

HR Strategic Initiative 4.1.13: *Revise district position descriptions to comply with the Americans with Disabilities Act by differentiating essential and non-essential functions and identifying physical and mental demands of positions.*

A complete overhaul of position descriptions is underway to bring them into compliance with ADA. Position descriptions are relied upon for determining whether or not an employee can adequately perform the duties if they have been injured, are returning from medical leave, or are requesting an accommodation through ADA. HR has completed approximately 30% of the necessary revisions with a target of completing 100% by next school year.

HR Strategic Initiative 4.6.7: *Develop an interview question bank to ensure compliance with best hiring practices.*

Supervisors frequently ask for examples of approved interview questions when preparing to recruit for a new employee. In order to provide easy access to approved interview questions, HR is developing an interview question bank that will be available on the supervisors' website in early spring of 2016. This website will be accessible to supervisors only.

HR Strategic Initiative 4.6.8: *Provide training once per semester for supervisors with one-on-one training for new supervisors as needed to ensure consistency in hiring processes.*

As part of the supervisor's training series developed by HR, recruiting and hiring staff will be presenting on various topics such as using the online applicant tracking system (AppliTrack) and best practices for interview committees. In addition, new supervisors are now required to attend one-on-one training in order to review the district's hiring guidelines and be granted access to AppliTrack.

2015-16 Hiring Report & Action Plan Objective 2.4: *By June 30, 2015, review temporary worker pay rates to determine if rates are sufficient to adequately staff these positions. Implement changes if warranted and financially feasible.*

Temporary pay rates were reviewed in 2015. The only change to date addressed temporary special education aides; that rate increased from \$12/hr to \$15/hr. To maintain consistency and based on the increase to Alaska's minimum wage, the rates for library aides and student workers increased from \$9/hr and \$7.75/hr to \$9.75/hr respectively.

2015-16 Hiring Report & Action Plan Objective 4.1: *Survey the district's current workforce to determine interests and qualifications for "grow our own" efforts.*

While "grow our own" is an important strategy, this objective remains "at large" due to the challenges of taking on such an endeavor and limitations on current department staff capacity.

Hiring: General Staffing Information

Certified

- The majority of district teachers must be highly qualified*. To be highly qualified, teachers must have a baccalaureate degree, full state certification, and demonstrate subject matter competency in each of the core academic subjects in which they teach.
- The district has a number of support programs, including mentor teachers and content coaches, in place for first year teachers. In particular, the Alaska Statewide Mentor Project Urban Growth Opportunity (UGO) initiative is designed to increase teacher retention by providing assistance to new teachers in classroom organization and management, instructional planning, delivery of effective instruction, and differentiation.
- Special education (SPED) teachers must be highly qualified in the core academic areas in which they teach and must also carry a special education endorsement.
- SPED positions are recruited year round. Recruiting efforts include paid advertising and recruiting at job fairs and conferences, as well as an ongoing partnership with the University of Alaska Fairbanks (UAF) to encourage students to pursue special education degrees and/or endorsements.

Classified

- Paraprofessionals assigned to instructional duties in Title I schools and those with at least part of their salary paid for in a Title I Targeted Assistance school are required to meet the Paraprofessional Highly Qualified requirements. To be highly qualified, a paraprofessional must have an associate's degree or higher, have 48 college credit hours, or pass the ParaPro assessment.
- Non-instructional classified employees, such as custodians and secretaries, are not subject to highly qualified requirements.

Substitutes/Temporary Workers

- There are three classifications of substitute teachers employed by the district:
 - Regular subs (fewer than 20 consecutive days) - bachelor's degree required.
 - Long term subs (between 20 days and 9 weeks) - bachelor's degree and teacher certification required.
 - Long term subs (greater than 9 weeks) - bachelor's degree and teacher certification required; competitive recruitment required; must also be highly qualified if substituting in core academic subject areas.
- Temporary employees include on-call employees who fill in for absent classified staff and <15 hour/week employees such as break aides and reading tutors.

Exempt

- Exempt positions, such as coordinators and directors, are positions that are not part of any bargaining unit.

*With the reauthorization of ESEA (Elementary and Secondary Education Act) and passage of ESSA (Every Student Succeeds Act), the term "highly qualified" will no longer apply. The state will be providing guidance to districts on required teacher qualifications based on the new legislation.

Hiring: New Hires* at a Glance

| Certified – FEA (August 12-October 15, 2015)** | |
|---|------------|
| Elementary Teachers | 21 |
| Secondary Teachers | 31 |
| Special Education Teachers | 11 |
| Speech Language Pathologists | 2 |
| Librarians | 2 |
| Special Education Specialties (OT, PT, Psych) | 2 |
| Counselors | 3 |
| Other (Mentors & Facilitators) | 5 |
| Total | 77 |
| Certified – FPA (August 12-October 15, 2015)** | |
| Principals | 2 |
| Assistant Principals | 2 |
| Total | 4 |
| Classified (October 22, 2014-October 21, 2015) | |
| Aides/Tutors/Assistants | 71 |
| Custodians | 14 |
| Nutrition Services | 17 |
| Clerical | 12 |
| Nurses | 6 |
| Technicians | 3 |
| Other (Laborers, Expeditors) | 5 |
| Library Associates/Assistants | 8 |
| Special Education (other than Aides) | 3 |
| Specialists | 2 |
| After School Program Coordinators | 1 |
| Total | 142 |

*2015-2016 report period for Alaska Department of Education Staffing Reports

****Note:** New hires include those new to the district and those changing between permanent employee group classifications: Principals (FPA), teachers and other certificated staff (FEA), support staff (ESSA) or exempt.

Hiring: New Hires* at a Glance (continued)

| Exempt (October 22, 2014-October 21, 2015) | |
|--|------------|
| Chief Financial Officer | 1 |
| Assistant Superintendent (Secondary) | 1 |
| Director of Alternative Instruction | 1 |
| Director of EEO | 1 |
| Curriculum Coordinator | 1 |
| Title I Professional Development Coordinator | 1 |
| Director of Public Relations | 1 |
| Training Specialist | 1 |
| Special Education Coordinator | 1 |
| Golden Heart Academy Transitions Coordinator | 1 |
| Senior HR Technicians | 2 |
| Secretaries | 2 |
| Total | 14 |
| Substitute Teachers and Temporary Workers (October 22, 2014-October 21, 2015) | |
| Substitute Teachers | 180 |
| Temporary Workers | 167 |
| Total | 347 |

*2015-2016 report period for Alaska Department of Education Staffing Reports

****Note:** New hires include those new to the district and those changing between permanent employee group classifications: Principals (FPA), teachers and other certificated staff (FEA), support staff (ESSA) or exempt.

Hiring: Certified Staff

Numbers

- As of October 21, 2015, the district employed a total of 930 certified **FEA** staff; a decrease of 13 from the 2014-2015 report period.
- In school year (SY) 2014-2015, 96 certified **FEA** staff left the district. Of those, 46 retired, 46 resigned, and four were terminated.
- As of October 21, 2015, the district employed a total of 41 **FPA** staff (26 principals and 15 assistant principals); this represents a decrease of two principals due to Two Rivers School and Salcha Elementary School moving to the head teacher model.
- In SY 2014-2015, six certified **FPA** staff left the district. Of those, four retired and two resigned.

Challenges: Staffing Shortages

- Shortages continue to exist primarily in special education (teachers, speech language pathologists, physical therapists, school psychologists, and occupational therapists).
- For difficult to fill SPED positions, the district relies on contract hires to work with district students.
- Four SPED teachers are currently working with SPED waivers. SPED waivers come into play when the district is unable to recruit teachers who hold a valid teaching certificate with a special education endorsement. Per 4 AAC 12.340, districts may request the Department of Education grant a waiver for up to three years for applicants/employees who are currently enrolled in a SPED program and making satisfactory progress towards completion of their program.

Reduction in Force (RIF)

- Of the three teachers laid off at the end of SY 2014-2015, one has been recalled, one was recalled and elected to take a leave of absence (LOA) in lieu of recall, and one remains on the layoff list. :

Turnover Rates

Last year the district began tracking turnover rates for each employee group. Turnover rates are determined by the number of employees who voluntarily leave the district divided by the total number of employees.

Teachers: 9.9%

In SY 2014-2015, 92 FEA members left the district voluntarily or moved to a different employee group. This is an increase of 1.1% from SY 2013-2014.

- 63 regular education teachers (elementary and secondary);
- 13 special education teachers;
- 3 districtwide teachers;
- 2 librarians;
- 8 other certified employees; and
- 3 counselors.

Principals/Assistant Principals: 14.6%

In SY 2014-2015, six FPA members (principals) voluntarily left the district. This is a decrease of 4.2% from SY 2013-2014.

Hiring: Certified New Hire Demographics

Ethnicity

| | Number | Percent |
|---------------------------|-----------|-------------|
| American Indian | 0 | 0% |
| Alaska Native | 3 | 4% |
| Asian | 2 | 2.5% |
| Black | 2 | 2.5% |
| Hawaiian/Pacific Islander | 0 | 0% |
| Hispanic | 2 | 2.5% |
| Caucasian | 68 | 88.5% |
| Total | 77 | 100% |

Percentage of Minority New Hires SY 2011-2012 to SY 2015-2016

| | Minority | Caucasian |
|----------|----------|-----------|
| SY 15-16 | 12% | 88% |
| SY 14-15 | 15% | 85% |
| SY 13-14 | 15% | 85% |
| SY 12-13 | 14% | 86% |
| SY 11-12 | 12% | 88% |

During this year's hiring period, the hire rate for minority candidates is 12%. Over the last five years, the percentage of minority new hires has ranged from a low of 12% to a high of 15%. The trend for hiring certified minority teachers has dropped compared to recent years.

Gender

| | Number | Percent |
|--------------|-----------|-------------|
| Male | 13 | 17% |
| Female | 64 | 83% |
| Total | 77 | 100% |

The hire rate for males and females remained the same from hiring period 2014-2015 to this year's hiring period. Over the last five years, the district has consistently hired more females than males.

Hiring: Certified New Hire Demographics (continued)

| Age | | |
|---------------------------|-----------|-------------|
| | Number | Percent |
| 40+ years of age | 38 | 49% |
| Less than 40 years of age | 39 | 51% |
| Total | 77 | 100% |

Compared to last year's new hire statistics, the percentage of new hires under the age of 40 has decreased by 8%. The percentage of new hires over the age of 40 has increased by 8%.

| Where New Hires Come From | | |
|---------------------------|-----------|-------------|
| | Number | Percent |
| Fairbanks, AK | 58 | 75% |
| Within Alaska | 7 | 9% |
| Outside Alaska | 12 | 16% |
| Total | 77 | 100% |

From last year's to this year's hiring period, new hires from Fairbanks increased by 1%, new hires from within Alaska decreased by 2%, and new hires from outside of Alaska increased by 1%. Of the 77 certified new hires, 32 (42%) are first year teachers, which is a slight increase from hiring period 2014-2015, when 37 (39%) new hires were first year teachers. Of the 32 first year teachers, 23 (30%) were recruited from UAF.

Hiring: Classified Staff

Numbers

- As of October 21, 2015, the district employed a total of 853 classified staff; a decrease of 14 from last year's reporting period.
- In SY 2014-2015, 128 classified staff left the district. Of those, 96 resigned, 23 retired, and nine were terminated.

Challenges: Staffing Shortages

- Shortages exist in specialized positions such as speech language pathology assistants, certified occupational therapy assistants, and higher level autism behavior specialists.
- Shortages also exist in positions that require a highly qualified designation, in particular special education aides at Title I Schools.
- Recruiting for higher level positions such as school nurses and maintenance technicians is a significant challenge due to the district's lower salary ranges for these positions.

Reduction in Force (RIF)

- Of the 106 classified staff who were laid off at the end of the 2014-2015 school year, 76 have been recalled, nine accepted other positions, eighteen resigned, and three remain on the layoff list.

Turnover Rates

Last year the district began tracking turnover rates for each employee group. Turnover rates are determined by the number of employees who voluntarily leave the district divided by the total number of employees.

Classified Employees: 14%

In SY 2014-2015, 119 classified employees left the district voluntarily or moved to a different employee group. This is a decrease of 0.6% from SY 2013-2014.

- 34 aides/tutors/assistants (other than special education);
- 34 special education aides;
- 16 clerical employees;
- 9 nutrition services employees;
- 7 technicians;
- 5 custodians;
- 4 library assistants/associates;
- 3 school nurses;
- 3 warehouse employees;
- 2 specialists;
- 1 bus scheduler; and
- 1 after school program coordinator.

Hiring: Classified New Hire Demographics

Ethnicity

| | Number | Percent* |
|---------------------------|------------|-------------|
| American Indian | 4 | 3% |
| Alaska Native | 6 | 4% |
| Asian | 6 | 4% |
| Black | 6 | 4% |
| Hawaiian/Pacific Islander | 1 | 1% |
| Hispanic | 5 | 3% |
| Caucasian | 114 | 81% |
| Total | 142 | 100% |

Percentage of Minority New Hires SY 2011-2012 to SY 2015-2016

| | Minority | Caucasian |
|----------|----------|-----------|
| SY 15-16 | 19% | 81% |
| SY 14-15 | 18% | 82% |
| SY 13-14 | 24% | 76% |
| SY 12-13 | 24% | 76% |
| SY 11-12 | 18% | 82% |

During this year's hiring period, the hire rate for minority candidates is 19%, an increase of 1% from last year's hire rate of 18%. Over the last five years, the percentage of minority new hires has ranged from a low of 18% during the 2011-2012 and 2014-2015 hiring periods to a high of 24% during the 2012-2013 and 2013-2014 hiring periods. The five-year average of classified minority new hires is approximately 20%.

Gender

| | Number | Percent |
|--------------|------------|-------------|
| Male | 32 | 23% |
| Female | 110 | 77% |
| Total | 142 | 100% |

Hiring: Classified New Hire Demographics (continued)

The hire rate for males decreased by 4% from hiring period 2014-2015 to this year's hiring period. Over the last five years, the district has consistently hired more females than males. The highest rate was 26.7% during the 2014-2015 hiring period, while the lowest rate of 15.4% was during the 2013-2014 hiring period.

| Age | | |
|---------------------------|------------|-------------|
| | Number | Percent |
| 40+ years of age | 82 | 58% |
| Less than 40 years of age | 60 | 42% |
| Total | 142 | 100% |

Historically, the district has hired a higher percentage of applicants who are under 40 years of age. However, the trend reversed this hiring period, with the district having hired 20% more applicants over the age of 40 and 20% fewer applicants under the age of 40.

Hiring: Exempt Staff

Numbers

- As of October 21, 2015, the district employed a total of 89 exempt staff, a decrease of one from the 2013-2014 hiring period.
- In SY 2014-2015, 14 exempt staff left the district. Of those, five retired and nine resigned.

Turnover Rates

Last year the district began tracking turnover rates for each employee group. Turnover rates are determined by the number of employees who voluntarily leave the district divided by the total number of employees.

Exempt Employees: 15.7%

In SY 2014-2015, 14 exempt employees left the district voluntarily or moved to a different employee group. This is an increase of 1.3% from SY 2013-2014.

- 7 directors;
- 2 coordinators;
- 2 secretaries;
- 2 technicians; and
- 1 chief financial officer.

Hiring: Exempt New Hire Demographics

Ethnicity

| | Number | Percent* |
|---------------------------|-----------|-------------|
| American Indian | 0 | 0% |
| Alaska Native | 0 | 0% |
| Asian | 0 | 0% |
| Black | 2 | 14% |
| Hawaiian/Pacific Islander | 0 | 0% |
| Hispanic | 1 | 7% |
| Caucasian | 11 | 79% |
| Total | 14 | 100% |

Percentage of Minority New Hires SY 2011-2012 to SY 2015-2016

| | Minority | Caucasian |
|----------|----------|-----------|
| SY 15-16 | 21% | 79% |
| SY 14-15 | 14% | 86% |
| SY 13-14 | 11% | 89% |
| SY 12-13 | 20% | 90% |
| SY 11-12 | 10% | 90% |

During this year's hiring period, the hire rate for minority candidates is 21%. This represents a 7% increase from last year's rate and is the highest rate in the last five years.

Gender

| | Number | Percent |
|--------------|-----------|-------------|
| Male | 3 | 21% |
| Female | 11 | 79% |
| Total | 14 | 100% |

The hire rate for males decreased from 23% during the 2014-2015 hiring period to 21% during this year's hiring period. Over the last five years, the district has consistently hired more females than males. The hire rate for males was as low as 20% during the 2011-2012 and 2012-2013 hiring periods and as high of 67% during the 2010-2011 hiring period.

Hiring: Exempt New Hire Demographics (continued)

| Age | | |
|---------------------------|-----------|-------------|
| | Number | Percent |
| 40+ years of age | 9 | 64% |
| Less than 40 years of age | 5 | 36% |
| Total | 14 | 100% |

Over the last five years, 60% of exempt new hires have been 40+ years of age, while 40% have been less than 40 years of age.

Hiring: Substitute Teachers and Temporary Workers

Numbers

- The number of substitute teachers and temporary employees fluctuates on a daily basis but averages around 1,100.

Challenges: Fill Rate, Rate of Hire, Absences

- Fill rates are a calculation of the number of substitute teachers and temporary workers who have accepted an assignment divided by the number of absences for the day. For example, if 150 employees call in absent and 120 sub/temp employees are able to fill those absences, the fill rate is 80%.
- Substitute teacher fill rate: The average fill rate this year is 94%, which is consistent with previous years.
- Temporary worker fill rate: The average fill rate this year is 62%, a drop of 20% from last year. Temporary workers fill support staff absences such as special education aides and custodians.
- Of note is the custodial fill rate of 48% which is significantly lower than the non-custodial fill rate of 76%. To address the low fill rate for custodians, the Facilities Maintenance Department has repurposed some of the department's temporary worker funds to hire four regular positions that will cover building rental duties and also fill in for custodial absences.
- Overall, district employee absences have increased in comparison to last year. To date, Aesop reports more than twice as many annual leave absences this year as compared to the entire school year last year. Increased absences result in lower fill rates as there are more absences to cover with the same sub/temp workforce.
- Over the course of the school year, fill rates fluctuate by several percentage points in either direction. The rate drops slightly at the beginning and end of the school year and also when the demand is especially high, which may occur when a group of teachers are attending a training or right before holidays.

New Hires

| | October 22, 2013- October 21, 2014 | October 22, 2014- October 21, 2015 |
|---------------------|---------------------------------------|---------------------------------------|
| Substitute Teachers | 202 | 180 (11% decrease) |
| Temporary Workers | 289 | 167 (42% decrease) |
| Total | 491 | 347 (29% decrease) |

Hiring: Substitute Teachers and Temporary Workers (continued)

There is a nationwide shortage of public school substitute teachers and temporary workers. The following factors are contributing to the shortage of applicants/employees locally:

- Unemployment rates have decreased and therefore the demand for temporary employment is down.
- At the time of the new hire orientation, applicants must pay \$49.75 for fingerprints, a new requirement as of late 2014.
- Reference checks are now required in order to be approved to attend orientation. This important step requires additional effort on the applicant's part and can delay the hiring process.
- The overall applicant pools for teacher and support staff positions are smaller than in previous years; applicants who may not have been able to secure a benefited position in the past are now competing against fewer people.
- An increase has been noted in the number of newly hired subs and temps using these positions as stepping stones to advance more quickly into regular positions.

The HR Department continues to promote substitute teacher and temporary worker opportunities in community outreach events and at local job fairs. Consideration is also being given to creating a number of regular positions using existing temporary dollars that could function as districtwide/itinerant substitutes.

Training

The **Training** section reports on the progress from each of the following:

HR Strategic Initiative 2.2.5: *Develop and send weekly bulletin to new teachers with information regarding district expectations and initiatives as well as answer common questions to assist in onboarding.*

2015-16 Hiring Report & Action Plan Objective 3.1: *By May 1, 2015, work with stakeholders to identify training needs of teachers new to the district.*

To support those teachers new to the district within the last two years, a weekly bulletin was developed and implemented on September 11, 2015. This one page bulletin is emailed each Friday and includes information on district policies, administrative regulations, staff and student boundaries, PTPC, benefits information, training opportunities, and various other useful tools for teachers. The bulletin also contains links to source documents and additional information if the staff member would like to learn more.

HR Strategic Initiative 2.2.11: *Develop and disseminate FAQ guidance for district performance and conduct expectations and investigation protocol.*

In August 2015, the HR Department developed and launched a training program for supervisors on investigation protocols. All supervisors and principals who attended the training were provided a handbook, form templates, and process flow charts to assist them with the district's standard investigation process which has been vetted by legal counsel. A second training was conducted in August 2015 for supervisors in support of the investigation process titled "Investigations Best Practices." In addition, a FAQ on the investigation process, employee expectations, and discipline was developed for and emailed to all staff members. All staff also received the updated Legal Requirements & Expectations for Student Safety 2015-2016 School Year packet via email in August. As a follow up, both documents were also provided to attendees at the September ESSA inservice.

HR Strategic Initiative 2.2.12: *Develop and implement monthly training for supervisors to provide guidance on compliance-related matters such sexual harassment, Americans with Disabilities Act, and other anti-discriminatory practices.*

2015-16 Hiring Report & Action Plan Objective 3.5: *Beginning August 2015, develop and provide an ongoing, comprehensive training series to all supervisors in areas of compliance including recruiting, hiring, and employment and labor laws.*

Beginning in August 2015, a monthly supervisory training series was implemented to provide supervisors additional training and guidance on labor related compliance issues. During the first semester, supervisors received training on the new investigations manual, mandatory staff training, investigations best practice, harassment, FMLA/AFLA, ADA, and PTPC, including PTPC's view on social media and certified staff conduct. In addition, specialized training was conducted with head teachers on their role in teacher evaluations, investigations, student discipline processes, reasonable suspicion procedures, managing parent volunteers, and recruiting.

Training (continued)

HR Strategic Initiative 2.2.13: Create an electronic districtwide training calendar which will be used as a collaboration tool for district staff to view and coordinate training opportunities.

Currently the districtwide training calendar has been built and is being tested for ease of use prior to rolling out to supervisors. This calendar will be incorporated into a new supervisors' web page that is also in the construction phase. The web page has training presentations, additional resource documents, targeted sample interview questions for each job classification, announcements, and an information Q & A sharing tool. The training calendar will allow supervisors to see what training is being conducted for staff members on any given day. Supervisors will also have a system for submitting planned training to the calendar to increase communication.

HR Strategic Initiative 4.1.11: Develop district training programs, training communication programs, and training tracking systems to address the upcoming changes in state mandated training for staff members.

Beginning in August 2015, supervisors were provided training on the district's mandatory training requirements, why compliance was required, and how that compliance would be achieved. Supervisors were also instructed on how to set up a MUNIS dashboard app that would allow them to monitor staff training needs, including notifications of staff members who may have expired training or have training expiring within the next 90 days. Additionally, beginning in September 2015, supervisors began receiving a monthly report from the HR Department listing each staff member with expired training, the training topic, and the expiration date.

Employees who have expired trainings receive a personalized monthly email notifying them of the training needed, how they can view their training requirements in ESS, and a link with information on how they can complete the training. Along with the supervisor's report, a monthly report is sent to management that monitors the district's overall training completion compliance in comparison to previous months. This report allows management to track compliance progress and help assess the district's readiness for upcoming state mandatory training requirement changes. Administrative center staff have been meeting throughout this school year to address the upcoming additional training program development for requirements under the Alaska Safe Children's Act.

HR Strategic Initiative 4.6.8: Provide training once per semester for supervisors with one-on-one training for new supervisors as needed to ensure consistency in hiring processes.

See Hiring section.

Training (continued)

2015-16 Hiring Report & Action Plan Objective 3.2: *By August 30, 2015, in conjunction with assistant superintendents, principals, curriculum, and the Associations, develop and begin delivery of a structured training program with a focus on classroom management, instructional practices, and district culture for all teachers new (year one and two) to the district.*

The development of the training program relating to classroom management, instructional practices, and district culture is currently on-going. External training program resources have been reviewed along with budgetary needs for maintaining an outside training source versus developing an internal training program.

2015-16 Hiring Report & Action Plan Objective 3.3: *By December 31, 2015, work with stakeholders to identify training needs of other employee groups, including support staff, district administrators, and subs/temps.*

Currently, the HR Department is utilizing post-training and stakeholder feedback to gather information on additional training area needs throughout the district.

2015-16 Hiring Report & Action Plan Objective 3.4: *By November 30, 2015, in conjunction with schools and departments, develop and begin implementation of standardized onboarding plan that includes training and support for all staff. Onboarding is the process through which newly hired employees acquire the necessary knowledge, skills, and behaviors to become effective employees.*

The new teacher weekly training bulletin is being reviewed for possible application for all staff members new to the district. Additional onboarding procedures are also in development.

Appendices

Appendix One: 2015-2016 Hiring Report & Action Plan Goals and Objectives

Goal One: *Implement the Workforce Diversity Action Plan.*

Goal Two: *Attract qualified staff reflective of and responsive to the district's diverse student body.*

- **Objective 2.1:** Beginning 2014-2015 and annually thereafter, analyze turnover rates and trends to determine and address future recruitment and retention needs.
- **Objective 2.2:** Continue to determine which data (metrics) will be analyzed on an ongoing basis to make decisions regarding recruitment and staffing.
- **Objective 2.3:** Host at least three outreach events at locations other than the district. The focus will be on helping applicants understand the district's recruiting and hiring processes and to provide general assistance with résumé, cover letter, and interview techniques as well as to recruit for substitute teacher and temporary worker pools with an emphasis on hard-to-fill positions such as on-call custodians and special education aides.
- **Objective 2.4:** By June 30, 2015, review temporary worker pay rates to determine if rates are sufficient to adequately staff these positions. Implement changes if warranted and financially feasible.

Goal Three: *Retain qualified, high quality staff who understand and fully support the district's performance goals.*

- **Objective 3.1:** By May 1, 2015, work with stakeholders to identify training needs of teachers new to the district.
- **Objective 3.2:** By August 30, 2015, in conjunction with assistant superintendents, principals, curriculum, and the Associations, develop and begin delivery of a structured training program with a focus on classroom management, instructional practices, and district culture for all teachers new (year one and two) to the district.
- **Objective 3.3:** By December 31, 2015, work with stakeholders to identify training needs of other employee groups, including support staff, district administrators, and subs/temps.
- **Objective 3.4:** By November 30, 2015, in conjunction with schools and departments, develop and begin implementation of standardized onboarding plan that includes training and support for all staff. Onboarding is the process through which newly hired employees acquire the necessary knowledge, skills, and behaviors to become effective employees.
- **Objective 3.5:** Beginning August 2015, develop and provide an ongoing, comprehensive training series to all supervisors in areas of compliance, including recruiting, hiring, and employment and labor laws.

Goal Four: *Attract, develop, and retain qualified staff for shortage areas such as special education.*

- **Objective 4.1:** Survey the district’s current workforce to determine interests and qualifications for “grow our own” efforts.
- **Objective 4.2:** Maintain partnerships with University of Alaska campuses, as well as other universities and colleges that offer teacher preparation programs, to increase the pipeline of qualified applicants.
- **Objective 4.3:** Partner with other entities that actively recruit, such as Fairbanks Memorial Hospital, UAF, Chief Andrew Isaac, the construction and mining industries, and the military in order to recruit spouses or other family members and/or to have them serve as ambassadors for the district.

Appendix Two: FNSBSD 2015-16 Workplace Diversity Action Plan

| FNSBSD 2015-16 Workplace Diversity Action Plan | | | | |
|---|---|---|-----------------------|---|
| Goal | Action | Projected Outcome | Responsibility | Actual Outcome |
| 1. Teachers and other staff who reflect the diversity of our students will work in our schools. | School Board selects as a performance goal the adoption and implementation of a Diversity Action Plan using innovative and creative strategies and programs to attain the goal. | The School Board will approve as a performance goal the adoption and implementation of a Diversity Action Plan. | School Board | On October 21, 2014, the School Board approved 2014-15 Priorities with a primary performance goal to adopt and implement a Diversity Action Plan. |

FNSBSD 2015-16 Workplace Diversity Action Plan

| Goal | Action | Projected Outcome | Responsibility | Actual Outcome |
|---|--|--|---|----------------|
| 2. Examine recruiting, hiring, and retention practices so as to identify existing impediments to achieving greater diversity among school district staff. | Establish a diverse committee to include community representatives to review the recruitment practices of the school district in order to identify existing impediments to achieving greater diversity among its staff. | The committee will identify innovative, creative, and legally appropriate strategies to overcome impediments and recruit a more diverse staff and suggest strategic recruitment practices to meet recruitment goals. | Human Resources* Special Education Superintendents Principals EEO Office Knowledgeable community persons *lead | |
| | Establish a diverse committee to include community representatives to review the hiring practices of the school district in order to identify existing impediments to achieving greater diversity among its staff. | The committee will identify innovative, creative, and legally appropriate strategies to overcome impediments and hire a more diverse staff and suggest strategic hiring practices to meet hiring goals. | Human Resources* Special Education Superintendents Principals EEO Office Knowledgeable community persons | |
| | Establish a diverse committee to include community representatives to review the retention practices of the school district in order to identify existing impediments to achieving greater diversity among its staff. | The committee will identify innovative, creative, and legally appropriate strategies to overcome impediments and retain a more diverse staff and suggest strategic retention practices to meet retention goals. | Human Resources* Special Education Superintendents Principals EEO Office Knowledgeable community persons | |

FNSBSD 2015-16 Workplace Diversity Action Plan

| Goal | Action | Projected Outcome | Responsibility | Actual Outcome |
|---|---|---|--|----------------|
| 3. Endeavor to recruit, hire, assign and retain qualified applicants who will contribute to building healthy, diverse learning and work environments to benefit all students, their families and staff. | Complete the Affirmative Action Plan (AAP) for the current year and implement its actions. The Board Diversity Committee will review the AAP. | The Affirmative Action Plan will identify job categories with hiring goals and offer strategies for attaining them. | EEO Office* Information Technology Department | |

FNSBSD 2015-16 Workplace Diversity Action Plan

| Goal | Action | Projected Outcome | Responsibility | Actual Outcome |
|--|---|--|--|----------------|
| 4. Implement ongoing diversity training programs for hiring authorities and managers as well as for all employees. | Plan and present training program to recruiters, managers and hiring authorities to address issues of cultural and racial awareness (including Native cultural norms), anti-bias education, and EEO considerations. | Recruiters, managers and hiring authorities will gain insight into their cultural and racial awareness, and overcome personal bias that might impact their recruiting, hiring, and retention decisions. | Human Resources* Federal Programs Curriculum EEO Office | |
| | Plan, schedule and present training programs to all employees to address issues of cultural and racial awareness (including Native cultural norms), anti-bias education, and EEO considerations. | All employees will gain insight into cultural and racial awareness, anti-bias education, and EEO considerations, resulting in a welcoming environment for all, leading to better retention of employees. | | |
| | Have all members of the school board attend training in cultural and racial awareness and anti-bias education. | School board members will model diversity and inclusion leadership. | | |

FNSBSD 2015-16 Workplace Diversity Action Plan

| Goal | Action | Projected Outcome | Responsibility | Actual Outcome |
|--|--|--|-------------------------------------|---|
| 5. Increase recruitment, hiring and retention of employees who represent diverse cultural, religious, language, ethnic and economic backgrounds through systematic change in the district's recruitment, hiring and retention practices. | Schedule and host recruitment events for the community. | School district will reach a diverse pool of interested applicants in the local recruitment area who will gain knowledge of the application and interview process, resulting in a diverse pool of candidates in the interview pools. | Human Resources* EEO Office | Two recruitment events were held in the community in October 2014, reaching fifty interested applicants representing diverse backgrounds. A third event is planned for April or May 2015. |
| | Provide opportunities for candidates to participate in mock interviews with district administrators. | Applicants will have successful interviews having gained confidence from the practice interview. | Human Resources EEO Office* | Administrators have held several mock interviews upon applicants' request. |
| | Form principal hiring committees representing the diverse constituencies of the school community. | The representatives from diverse constituencies will ensure principal candidates are aware of and will address the interests of the diverse communities of the school they seek to lead. | Superintendent | Seven principal hiring committees formed in 2015 (Joy, Ladd, ARC, HUT, NPH, AND, BDG) with representation from teachers, support staff, parents, and FNA. |
| | Train principal hiring committees on diversity leadership, anti-bias education, non-discrimination and EEO considerations. | The school district's valuing of diversity leadership will result in hiring building administrators who exhibit strong diversity leadership skills. | Human Resources EEO Office* | Diversity Leadership and EEO presentation given to seven principal hiring committees in January, February and March, 2015. |
| | Research the feasibility of developmental positions and lay the foundation for creating these positions. | Retention of novice practitioners due to mentor/apprenticeship support as they gain experience. | Human Resources* Business Office | |

FNSBSD 2015-16 Workplace Diversity Action Plan

| Goal | Action | Projected Outcome | Responsibility | Actual Outcome |
|--|---|--|---|----------------|
| 6. Encourage a diverse population to enter the workforce ready to develop and sustain meaningful relationships as they carry out the work of the district. | High school career offices encourage and support under-represented students' pursuit of careers in education and support their application for scholarships. | More under-represented high school students will receive scholarship assistance to support their pursuit of post-secondary education goals. | High School Counseling staff EEO Office* ANE Office | |
| | EEO and ANE offices present secondary counselors with career information and scholarship resources each semester. | Students will receive fresh notice of current opportunities in a timely manner. | EEO Office* ANE Office | |
| | Develop partnerships with sources offering scholarships or grants for students pursuing teaching certifications to develop a program to inspire people to become teachers, educate on the process, stimulate greater allocations. | More under-represented students will pursue post-secondary education leading to a career in public education. | ANE and ANE PAC Native Corporations EEO Office* | |
| | Conduct a resource and data analysis on a "grow your own" program. | If the resource and data analysis finds a "grow your own" program is feasible, the school district will seek funding to support the program. | Human Resources* Grants Office | |
| | Seek and recruit candidates looking for a second career; for example, retired military and veterans. | Mature, stable candidates will join the workforce. | Human Resources* EEO Office Military partnerships | |












FNSBSD 2015-16 Workplace Diversity Action Plan









| Goal | Action | Projected Outcome | Responsibility | Actual Outcome |
|----------------|---|--|---------------------------------|----------------|
| (6. continued) | Partner with agencies seeking grants that will support career counselors and scholarships for ANE students pursuing education certifications. | More Native students will graduate with teaching certifications and be available for the applicant pool. | ANE Office* Grants Office | |
| | Institute relationship building with a student and community focus as a primary objective. | District will learn about student and community needs; student and community will learn about district's diversity objectives and opportunities. | EEO Office* | |
| | Participate in Eielson Air Force Base Community Partnership Initiative program for Public Education Employment Opportunities for Air Force Spouses. | More Air Force spouses will become employed by the school district, adding diversity to the workforce. | EEO Office * Human Resources | |

FNSBSD 2015-16 Workplace Diversity Action Plan

| Goal | Action | Projected Outcome | Responsibility | Actual Outcome |
|---|---|--|---|----------------|
| 7. Evaluate the implementation and outcomes of the workforce diversity action plan in its recruiting, hiring and retention practices for all categories of employees. | Maintain data on applicants and analyze for outcomes. | The evidence will demonstrate the school district effectively recruited a more diverse workforce. | Human Resources* EEO Office Information Technology Department | |
| | Maintain data on hiring and analyze for outcomes. | The evidence will demonstrate the school district effectively hired a more diverse workforce. | Human Resources* EEO Office Information Technology Department | |
| | Maintain data on retention and analyze for outcomes. | The evidence will demonstrate the school district effectively retained a more diverse workforce. | Human Resources* EEO Office Information Technology Department | |
| | Interview focus groups of applicants, active employees, and departing employees on practices of inclusion and diversity leadership in the district. | The information gathered will demonstrate the school district effectively created a welcoming and inclusive environment. | Human Resources* EEO Office | |

Appendix Three: FNSBSD FY15-19 Strategic Plan – 2015-16 School Year: HR Strategic Initiatives

| Priority | FNSBSD FY 15-19 Strategic Plan 2015-16 School Year: HR Strategic Initiatives | Who | Start Date/ End Date | EOY Target, Measure | % Complete/ Actual | Status/ Variance |
|-----------------|--|--------|-------------------------|-------------------------------------|-----------------------|---|
| My Items | | | | | | |
| | 2.2.5 Develop and send weekly bulletin to new teachers with information regarding district expectations and initiatives as well as answer common questions to assist in onboarding. | HR | 09/15/15 05/01/16 | 100% On target; weekly bulletins | 100% |  As of 10/20/15 |
| | 2.2.9 Routinely interact with building and department staff by conducting bimonthly "lunch and learn" or other interactive engagement opportunities. | HR | 08/24/15 06/30/16 | | 100% |  As of 10/20/15 |
| | 2.2.10 Develop and disseminate FAQ guidance for district performance and conduct expectations and investigation protocol. | HR | 07/01/15 09/30/16 | | 100% |  As of 10/20/15 |
| | 2.2.11 Develop and implement monthly training for supervisors to provide guidance on compliance-related matters such sexual harassment, Americans with Disabilities Act, and other anti-discriminatory practices. | HR | 07/01/15 06/30/16 | 100% | 100% |  As of 10/20/15 |
| | 2.2.12 Create an electronic districtwide training calendar which will be used as a collaboration tool for district staff to view and coordinate training opportunities. | HR | 09/01/15 06/30/16 | 100% | 30% |  As of 12/02/15 |
| | 2.2.15 Implement ongoing diversity training for hiring authorities, managers, and general staff. | HR/EEO | 08/27/15 06/30/16 | 100% | 20% |  As of 11/29/15 |
| | 2.3.8 Provide periodic data and progress updates regarding the workforce diversity action plan achievements. | HR/EEO | 12/01/15 06/30/16 | 100% complete | 100% |  As of 12/20/15 |
| | 2.3.9 Establish a diverse committee to identify and develop a plan to address impediments to achieving greater diversity in recruitment, hiring, and retention of diverse staff. | HR/EEO | 09/01/15 01/31/16 | 100% Process on target | 100% |  As of 12/02/15 |
| | 2.3.10 Host three (3) recruitment events in order to attract a diverse pool of applicants who will be exposed to the district's application and interview process, and who will obtain knowledge about the district's efforts to diversify its population. | HR/EEO | 10/15/15 06/30/16 | 3% # of Recruitment Events | 50% |  As of 11/29/15 |
| | 2.3.12 Conduct surveys at district and community events in order to obtain feedback on how the district is meeting its diversity objectives. | HR/EEO | 10/15/15 06/30/16 | 100% | |  As of 11/29/15 |
| | 2.3.13 Collaborate with the Public Relations Department to showcase the district's diverse workforce to aid in recruitment. | HR/EEO | 08/03/15 06/30/16 | 100% | 90% |  As of 11/29/15 |

| FNSBSD FY 15-19 Strategic Plan 2015-16 School Year: HR Strategic Initiatives | | | | | | |
|---|--|-----|-------------------------|------------------------|-----------------------|---|
| Priority | | Who | Start Date/ End Date | EOY Target, Measure | % Complete/ Actual | Status/ Variance |
| My Items | | | | | | |
| | 4.1.10 Develop a comprehensive file plan for personnel files and other related employee files to address record compliance requirements and best practice in coordination with the district record retention policy. Review and bring all current employee files into compliance with new filing plan. | HR | 07/01/15 06/30/17 | | 25% |  As of 10/20/15 |
| | 4.1.11 Develop district training programs, training communication programs, and training tracking systems to address the upcoming changes in state mandated training for staff members. | HR | 07/01/15 06/30/16 | | 85% |  As of 10/20/15 |
| | 4.1.12 Develop comprehensive classification matrices in order to properly align position descriptions with pay. | HR | 08/03/15 12/30/16 | 50% | 25% |  As of 10/20/15 |
| | 4.1.13 Revise district position descriptions to comply with the Americans with Disabilities Act by differentiating essential and non-essential functions and identifying physical and mental demands of position. | HR | 10/01/15 12/30/16 | 50% | 10% |  As of 10/20/15 |
| | 4.3.1 Implement new evaluation system for certified staff based upon the Danielson Framework for Teaching. (ALL SITES) <i>Comments on Status: It's implemented. Next goal will be to support and link to student learning.</i> | HR | 07/01/15 06/30/16 | | |  As of 10/29/15 |
| | 4.3.2 Provide support and guidance to administrators on the implementation of the new educator evaluation framework. | HR | 08/01/15 06/30/16 | 100% complete | 20% |  As of 11/29/15 |
| | 4.6.7 Develop interview question bank to ensure compliance with best hiring practices. | HR | 10/01/15 06/30/16 | | 50% |  As of 10/20/15 |
| | 4.6.8 Provide training once per semester for supervisors with one-on-one training for new supervisors as needed to ensure consistency in hiring processes. | HR | 09/01/15 06/30/16 | | 50% |  As of 10/20/15 |