

**Fairbanks North Star Borough Board of Education  
Diversity Committee Meeting By Video Conference**

**Thursday, January 21, 2021  
5:30 – 7:00 p.m.**

Hosted from the Board Room  
School District Administrative Center  
520 Fifth Avenue

**AGENDA**

For Devices: Public Zoom Webinar Link: <https://us02web.zoom.us/j/82759041253>

Or by phone, please dial:

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Webinar ID: 827 5904 1253

*For callers - \*6 mutes and unmutes; \*9 raises a caller's hand.*

**A. PRELIMINARIES**

1. Call to Order
2. Land Acknowledgement
3. District Mission Statement
4. Diversity Committee Vision Statement
5. Roll Call / Introductions
6. Approval of Agenda
7. Approval of December 17, 2020 Minutes

**B. PUBLIC TESTIMONY**

**C. REPORTS**

1. Departmental/Community Partner Presentations
  - i. Alaska Native Education (ANE) Director, Brianna Gray

**D. OLD BUSINESS**

1. Review of Diversity Equity and Inclusion (DEI) Training options - Mae Marsh
2. ANE Board of Education Advisory Representative
3. Action Items to Support Diversity Committee Priorities
4. Diversity Committee Website Review

**E. NEW BUSINESS**

1. Committee Training Schedule/Platform – Rodney Gaskins
2. Review Diversity Committee Meeting Group Agreements

**F. INFORMATION**

**G. CLOSING COMMENTS FROM COMMITTEE MEMBERS**

**H. ADJOURNMENT**

Fairbanks North Star Borough School District

Board Diversity Committee

Regular Meeting

MEETING MINUTES

December 17, 2020

**A. PRELIMINARIES**

**1. Call to Order**

Erin Morotti called the meeting to order at 5:41 pm via ZOOM from the FNSBSD Administrative Center at 520 Fifth Avenue.

**2. Land Acknowledgement**

**3. Roll Call / Introductions – Committee has a quorum.**

Members present:

Allison Carr  
Janelle Chapin  
Brytan 'Bea' Felter  
Elizabeth Holm  
Taryn Hughes  
Malcolm McEwen  
Clarice Mingo  
Erin Morotti  
Alyssa Quintyne  
Ellen Weiser

Members Not in Attendance:

Denise Newman  
Rose O'Hara-Jolley  
Marissa Anderson

Administrative support present:

Heather Christian  
Kate LaPlaunt

Other:

Rodney Gaskins

**4. Approval of Agenda**

Motion to adopt agenda moved by Allison Carr. Bea Felter seconded the motion, and it carried unanimously.

**5. Approval of the Minutes**

Members reviewed the November 19, 2020 meeting minutes. Allison Carr made a motion to approve the November 19, 2020 minutes. Malcom McEwen seconded the motion, and it carried unanimously.

**B. PUBLIC COMMENT**

1. None

**C. REPORTS**

**1. Department Presentation – Committee suggestions for January Meeting**

- i. Members provided the following requests for information reports:
  - New Alaska Native Education (ANE) Director for the district
  - Homeless Liaison / Migrant Education
  - Student Support Services / Helen Clark
  - Fairbanks Coalition Builders
  - Human Resources
  - Employment and Educational Opportunity (EEO) Office
  - Teaching and Learning [Lesbian, Gay, Bisexual, Transgender and Queer / Questioning (LGBTQ) Curriculum]
  - High School Genders & Sexualities Alliance Clubs (GSA's)

- System Tech
- Special Education Department (SPED)
  - a. Deaf and Hard of Hearing
- Foster Care Liaisons
- BEST Homeschool
- Superintendent hiring committee
- Department of Health and Social Services (DHSS) - Office of Children's Services (OCS)
  - a. Coordination with the schools
  - b. Support for families and children in placements throughout COVID-19
- Community partners:
  - a. National Association for the Advancement of Colored People (NAACP)
  - b. Native Movement
  - c. Native Action
  - d. First Alaskans
  - e. Stone Soup Group
  - f. Military Liaisons
- ii. Ellen Weiser – Requested information about the inequality of internet access among students and how it is being mitigated along with the effects of eLearning across economic classes
  - Alyssa Quintyne – Noted report when mandates went out and what district was doing to bridge that gap presented by Helen Clark with Student Support Services
  - Rodney Gaskins – Noted that Bright Futures has been helping bridge internet access issues
    - a. District has a survey ready to go out to parents, staff, students, and community members about challenges during distance learning that is in the final review process
    - b. Janelle Chapin - How are surveys going out to populations who do not have access to the survey online
      - i. Rodney Gaskins – Working with Federal Programs to have hard copies printed and social workers to help get the feedback

#### **D. OLD BUSINESS**

1. Review of Mae Marsh Diversity Committee Training Topics – Postponed until Mae Marsh returns in spring 2021
  - i. No opposition
2. ANE Board of Education Advisory Representative
  - i. History discussed with prior request from ANE
  - ii. Clarification requested in regards to request for motion
    - Is Diversity Committee looking at writing a letter of support for ANE or drafting its own letter requesting an ANE position
  - iii. Committee discussion
  - iv. Ellen Weiser made a motion to write a letter of support of the ANE request to have a representative on the school board. Bea Felter seconded the motion, and it carried unanimously.
  - v. Committee Decorum and Group Agreements discussed

#### **E. NEW BUSINESS**

1. Training Topics Requested by Committee Members
  - i. Kate LaPlaunt – Clarified that it would be training to fit in the scheduled meeting times of ~ fifteen (15) to thirty (30) minutes
  - ii. Training topics requested
    - Implicit Bias

- Cultural Competency
  - iii. Rodney Gaskins –
    - Second implicit bias as a starting point
    - Three (3) hour training for district discussed
      - a. First Thoughts (Implicit Bias)
      - b. How to introduce new information
    - Will send Heather Christian the National Coalition Building Institute (NCBI) document that was referenced
  - iv. Bea Felter – Suggested providing readings or videos to review and come back to committee for discussion during a meeting
  - v. Ellen Weiser – Requested one theme rather than jumping around to many different topics
2. Action Items to Support Diversity Committee Priorities (Continued to next meeting)
- i. Document reviewed via screen share from agenda packet and discussed
  - ii. Clarified item 2.1 – Equity and Access
    - Intentions of Administration and how is it being measured
    - What are the next steps?
  - iii. Clarice Mingo – Brilliant Unity Training provided to district administrators
    - Alyssa Quintyne – Noted complacency and / or fear of staff moving forward
    - Wanted to ensure a safe space for staff after this training
  - iv. Malcolm McEwen – Noted that training will be an ongoing process, and that there needs to be an action component in how it impacts the schools
  - v. Rodney Gaskins – Goals and priorities discussed
    - Noted the need for a baseline and tangible measurements of success of programs
3. Diversity Committee Webpage Review (Continued to next meeting)
- i. Update on webpage progress

## **F. INFORMATION**

- 1. None

## **G. CLOSING COMMENTS FROM COMMITTEE MEMBERS**

Member wished committee happy holidays.

Comments on advocacy for safe school re-opening, new school board, superintendent hiring process, professionalism and direction of the committee.

## **H. ADJOURNMENT**

Motion to adjourn made by Alyssa Quintyne. Malcolm McEwen [Bea Felter / Ellen Weiser] seconded the motion. Meeting adjourned at 7:13 pm.



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**Brilliant Unity  
Race & Reconciliation  
Training Topics**

We each come to this earth with brilliance, as well as, individualized talents and faculties.  
Humans crave belonging and connection.  
Finding our way back to one another is a creative endeavor that demands that each human share  
their inherent gifts.  
Let your light shine and ignite the spark of unity.

Dialogue – The foundational element for moving forward.

- Creating a safe environment
- Listening without judgment
- The benefits of healthy dialogue
- Share your story

What is race?

- How science supported the concept of race
- How science disavowed race after the Nazi atrocities
- Sociopolitical construction with powerful consequences
- Ancestry

Our History

- Pivotal dates of 1607, 1619, 1676, 1776
- Conflicting founding and founders
- Contributions of the Iroquois
- Contradictory principles and practices
- Census; Counting and Changing Categories
- Alaska and the Impact of Changing Demographics

The Cycle of Racial Conditioning

- What is Racial prejudice?
- Key elements for perpetuating racial ignorance (misinformation, separation, disempowerment).
- Racism and the elements of Power, Self-Interest, Selfishness
- Choices when Wielding Power

Using video “Eye of the storm” to Look for Patterns

- Misinformation
- Separation

- Disempowerment
- Use of authority
- Self-interest
- Performance

#### Oppression

- More than a mental concept.
- How all forms of oppression are linked.
- The Cycle of Male Oppression

#### Environmental Messages

- Inattention bias
- Implicit bias
- Confirmation bias
- Stereotypes
- Rider and the elephant – Logic and emotions
- Identity contingencies
- Debunking Stereotype Threat
- Unconscious assumptions/racism

#### Internalized Oppression and Trauma

- When External Messages Invade the Belief System
- Impact on Ability – Inaction, Permission, and Performance
- The Impact of Boarding Schools
- Hillbilly Conditioning and Shared Regional Characteristics with Blacks

#### Laws, Rights, Obligation

- Civil Rights History
- The 1960's and Hypocrisy Exposure
- Freedom
  - The longing for
  - The shock of
  - Shifts to live in freedom
- Theories of discrimination
- Mandatory reporting
- Bullying vs Illegal Harassment
- Retaliation
- Where to go for help

#### Canary in the Coal Mine

- Building Equality into an Institution
- Institutional Response Systems
- Response model for Title IX (Prevent, Stop, Remedy, Investigate, Prevent)
- Anti-discrimination strategic action plan
  - Establish and implement a sound infrastructure to support compliance.
  - Ensure all stakeholders are aware of policies, and that procedures are easily understood and easily accessible.
  - Ensure due process for reported violations of policy.
  - Eliminate ignorance through training.

Conduct ongoing evaluations.

#### Equal Employment Opportunity

Consistency is the Key

A Competency Based System

Job Analysis

Tasks

Competencies

Requirements

Expectations

Performance based interview questions

#### Affirmative Action

Equality, Equity, Justice

Requirements under EO 11246 and MD-715

The Pros and Cons of Affirmative Action

Using Metrics and Data

What is OCR Measuring?

Barrier Analysis

Ongoing Evaluations

Measure

Analyze (include others)

Action Plan

Tell Your Organization's Story

#### Empowerment

The Grief/Change Cycle

Three Basic Choices

Improving Communication

Overcoming Criticism, Contempt, Defensiveness, and Stonewalling

Playing Nice, Politically Correct, and Disingenuous

Call-out or call-in

Empowering language

Approaching Critical Mass

Resilience and Rising Skills

Crucial Conversations

How to Have Impossible Conversations

Conflict Modes

#### Educate for Wisdom, Strength, and Independence

GenZ

Address the Conditioning

Intangible Cultural Heritage

Remedies and Healing

When you dress to do this work, put on some love

*"Do the best you can until you know better. Then when you know better, do better."* Maya Angelou

## SB DE&I Strategic Plan Progress To Date (11/29/2020)

2. EQUITY & INCLUSION: Provide equitable opportunities and an inclusive environment where **all students and staff are respected and feel welcome, safe and supported.**

2.1 Equity & Access: Close opportunity gaps while increasing student outcomes/achievement for all.

Current Priorities/Critical Areas of Focus	Owner		Comments
Equity and inclusion focus through Brilliant Unity trainings and follow up break out discussions and work in principal meetings.	SEC Ed		

2.2 Diversity/Inclusion: Create a culture of belonging and inclusion for all, where issues of intolerance are addressed through education, awareness and civic responsibility.

Current Priorities/Critical Areas of Focus	Owner		Comments
Diversity, Equity and Inclusion: <b>Diversity Committee</b> , FCB and training schedule, opportunities to keep DEI in the public and district conscience.	ELEM		Open Circles have been a success, and the Diversity Committee is drawing (mostly) positive attention. The work in this category helps the district have a continual record of doing something and being proactive

Brainstorming Ideas:

Examples:

Superintendent hiring process - Letter to the Board about DE&I emphasis?

Budget Cuts are coming - Letter to the Board about Equity?

Related Diversity Committee Training - by Mae Marsh or other facilitator

Complete new board - DE&I Professional Development opportunities to educate?

2.2 Comments - doing good work - come a long way - focused and forward moving - dont want SB to take credit as SB for work of diversity committee - erin ensure SB move forward as well.

Different direction to embrace culture in a new way - leaving district due to committee.



2.1 - does admin have intention of measuring - Brilliant Unity - targeted to administrators - open discussion about cultural bias - personal experiences as related to us as a whole - develop empathy of students - Mae Marsh facilitated - measured with survey at end - feedback provided to admin - positive - administrators more comfortable about having conversations about DEI with their staff - what is next step? - complacency and fear - create spaces for professionals to have tools and conversations

How do you measure success - what is the baseline? - action items measure baseline first.

Priority #2 - **4.1 Workforce Excellence:** Attract, retain and empower excellence in our employees.

**4 WORKFORCE & ORGANIZATIONAL EXCELLENCE:** Create an environment that supports the strengths and needs of staff so they can create a safe climate where students thrive.

Current Priorities/Critical Areas of Focus	Owner	Comments
Completing HR recruitment video for upcoming recruiting season	HR	Project should be completed by December 2020
Create a student worker recruitment process	HR	Will begin project in November/December 2020 timeframe for implementation next school year
Title IX/EEO Policy Update and awareness and update case management system	HR	New regs are in place, and policies are drafted with scheduled presentation to the BOE. Case management system in process of being updated with new regulations that were released in summer 2020.
Job description reviews	HR	Created a workgroup that meets monthly to review 4-5 job descriptions to ensure there are no unnecessary barriers to employment for applicants.

<p>Increase support and awareness of leave management</p>	<p>HR</p>	<p>As new leave became effective, we implemented the leave districtwide. We trained staff and supervisors on leave benefits and provide support to ensure compliance.</p>
<p>Create professional cohorts to empower teachers to target their professional learning and collaboration opportunities.</p>	<p>SPED</p>	<p>More critical now than ever. The input from the people doing the work is our most important source of information and expertise</p>
<p>Increase special education professional learning opportunities for all FNSBSD staff.</p>	<p>SPED</p>	<p>It is ongoing and we have many things going but the focus, format and environment of PD has changed drastically and its time consuming for many</p>

Brainstorming Ideas:

Priority #3 - **1.6 Social Emotional Learning:** Support the social emotional needs and character development of all students through a personalized learning model.

Current Priorities/Critical Areas of Focus	Owner	Status	Comments
Provide leadership and support for staff, student, and family Social Emotional Learning & Mental Health	Student Support		<p>We are on target in this area and have plans for continuous supports and improvements over the school year.</p> <p>PD arranged and implemented and resources purchased and shared to ensure staff and families have SEL resources for self-care and strategies to use with students</p>
Provide significant support for phasing in most vulnerable students and students otherwise facing barriers for in-person supports.	Student Support		<p>We are on target in this area. We have provided continuous family outreach, significant professional development in support of teachers and support staff understanding cultural and equity barriers, and continue to provide supplemental supports to meet staff and student needs.</p>

Brainstorming Ideas:

Priority #4 - **3.2 Family Engagement:** Celebrate and support the diverse ways families engage in partnering for student success

Current Priorities/Critical Areas of Focus	Owner	Status	Comments
Relationship building with all FNSBSD stakeholders. This is critical given being new to the district	SEC Ed		
Increase family engagement through outreach and dialogue with parents using social media and virtual meeting platforms.	Student Support		We are on target in this area and have Increased newsletter communications, social media communications, cultural awareness events, available supports, and information about program resources.

Brainstorming Ideas:

Priority #5 - **3.3 Community Partnerships:** Engage local stakeholders in contributing to student success.

Current Priorities/Critical Areas of Focus		Status	Comment
District/Union relationships—ensuring a productive partnership with all our employee groups via multiple engagement venues.	Supt		We continue to be on a good track with all employee groups.
Community partnerships—significant engagement with the medical community for Smart Start implementation and Zone determinations.	Supt		Excellent partnership with Dr. Nace, Dr. Ohlsen, Foundation Health Partners, and Public Health.
Community Partnerships: UAF, FtWW and Eielson	ELEM		Establishing regular meetings with the School Age Center and Children and Youth Services on FtWW. Would like to do similar with Eielson. Working with UAF to establish virtual tours between Northstar to Nanooks and virtual connections with Nanooks athletics.
Increase community partnerships to support the district’s most vulnerable students with participating in school and learning.	Student Support		We are on target in this area.

Brainstorming Ideas:

**At the 12/5/2020 work session, Dr. Gaborik mentioned that an area of interest that is not getting enough attention at the moment is Multiple Pathways:**

1.4 Multiple Pathways: Provide multiple ways to progress through the K-12 system based on student needs and interests.

Current Priorities/Critical Areas of Focus	Owner	Status	Comments
Develop a five-year plan to increase the four-year and five- year graduation rates for students with disabilities by 15 percentage points.	SPED		Focus has shifted for this year. Working on finding supports for seniors who are struggling with instructional formats and in jeopardy of not graduating. Also concerns with freshmen as a lack of credits in 9 <sup>th</sup> grade can easily lead to dropout in future
Clearly define programs and LRE (Special education programs and Least Restrictive Environment clearly defined to balance appropriate supports for student needs)	SPED		The initial work has been done but with phase-in it has been at the forefront as countless issues with staff comfort with students coming back, parents potentially unhappy if not part of initial phase-in, etc

Brainstorming Ideas:

## Diversity Committee Meeting Group Agreements

For our meetings:

*These are some agreements that have been used throughout the community with many different organizations, committees, coalitions, and gatherings that I thought could be applicable to our committee and potentially with public testimony. I wanted to add the perspective of agreements, rather than rules. Rules are usually one-way (one person deciding what the rules are), binding, and often with direct consequences if broken. Agreements are collaborative, and an active practice and conversation. And while there may be consequences for breaking agreements, they still lend space for conversation and resolution. Agreements are also meant to be active reminders for ourselves and the group, instead of relying on passive reminders, golden, unspoken rules or guidelines. (What do we want to agree to do together, how do we want to contribute and work together, and under what environment?) I added explanations next to each one for more context. Some may seem redundant or common sense, but you'll be surprised what we need to uplift in group and public settings. Feel free to comment, add, and suggest!*

- *One Mic, One Voice - Respecting everyone's opportunity to speak, and speak fully. Being mindful that meetings are recorded and audio needs to be clear.*
- *Safe Space, Brave Place - Taking the initiative to actively and intentionally make our meetings safe for all members of the community and committee members. Lending space for people to be honest, make mistakes, learn, and be accountable in respectful and mindful ways.*
- *Throw Glitter, Not Shade - using language to uplift each other, even when we disagree, like saying "Yes, and..", instead of, "No, but..."*
- *Respect Time, Place, and Each Other - being mindful of the time we have together at committee meetings, and the work done outside of those meetings. Being mindful of the buildings, communities, and lands we are on and what that represents. Being mindful of each other as a team, our struggles, our beliefs, and holding space for us to be our full selves together.*
- *W.A.I.T (Why am I talking? Why aren't I talking?) - Checking in with ourselves during conversations, and being aware of what we are contributing, or not, and why. Maybe if we tend to talk a lot, maybe stepping back to let others contribute, or calling in someone who hasn't spoken in a while. If we tend to be quiet, maybe stepping up and contributing more, or communicating when we need to step away, don't feel like we know enough and want to research, or that we just want to listen for right now so people understand where we are at.*
- *In Every Chair A Leader - understanding that we are all leaders in our own way and we are here together for a reason, and that we work with other amazing leaders as well. We are all important and we all have something to contribute.*
- *"Oops, Ouch", Assume Good Intention but name Impact and Harm, - A practice to be accountable to our words and beliefs we may need to unpack. We all come from different backgrounds and journeys. We need to be able to trust one another that we mean no harm, but understand that when we do say/do something harmful or discriminatory, we can name that harm, address it, and resolve it. Ex: Saying "Oops!" when I recognize that I said something*

*discriminatory, which acknowledges my mistake and lets others know that I acknowledge it too. This gives me time to fix my mistake, and learn more. Saying “Ouch!” when someone says something discriminatory redirects my initial reaction to communication in a way that allows that person and others to recognize that harm, an opportunity to address it and learn my perspective constructively.*

- *What is learned here leaves, what is said here stays - Protecting the confidentiality and honoring people’s stories. Understanding that our meetings are recorded, there are still times where people may share deep and personal experiences. It is our place to hold space for those times in our meetings, and not with others without expressed consent. We can take what we’ve learned in those spaces and apply them to our work, lives, and relationships.*
- *Be Present - We are all taking the time to be here with each other. We need to check in with ourselves and each other to make sure we can give our full attention. Taking care of our needs, and each other.*
- *We Can’t Solve Everything (yet...) - We deal with complex and sometimes hard topics, decisions, and situations that might not come to a clean conclusion, as a committee, and as a community. And that’s ok! We may disagree, and we may not have the power to create something we really want to. But we need to allow ourselves to take the time and space to work through our challenges, goals, and directives, but also hold ourselves accountable for the things we can do together. Ex: While we can’t solve the entirety of the issues of racism in our community and things outside of the jurisdiction of the committee and District (yet), we can guide the Board and District on actions, celebrations, and protections with racial equity, ethnicity, nationality, and culture. We can review and advise on certain ARs and policies concerning race, ethnicity, and nationality. We can draft resolutions celebrating, race, ethnicity, and nationality. We can hold space to hear issues of race, ethnicity, and nationality. So the yet is not a cop-out, but rather a commitment to do the things we can do and to do them well.*

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For Guests/Public Testimony:

- One Mic, One Voice
- Safe Space, Brave Place
- Respect Time, Place, and Each Other
- We Can’t Solve Everything (yet...)
- What is learned here leaves, What is said here stays