

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

**Thursday, November 19, 2020  
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/82181751235>

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

**A. PRELIMINARIES**

1. Call to Order
2. Land Acknowledgement
3. Roll Call / Introductions
4. Approval of Agenda
5. Approval of October 15, 2020 Minutes

**B. PUBLIC TESTIMONY**

**C. REPORTS**

1. Jennifer Luke and Erin Morotti for a personal hand over of the Diversity Committee.

**D. OLD BUSINESS**

1. Committee Review of Diversity Equity and Inclusion (DEI) Training options offered by Mae Marsh.

**E. NEW BUSINESS**

1. Strategic Plan and Diversity Committee Priorities - Erin Morotti
  - i. DEI Priorities to recommend to the School Board
  - ii. DEI Training for Diversity Committee

**F. INFORMATION**

**G. CLOSING COMMENTS FROM COMMITTEE MEMBERS**

**H. ADJOURNMENT**

Fairbanks North Star Borough School District

Board Diversity Committee

Regular Meeting

MEETING MINUTES

October 15, 2020

**A. PRELIMINARIES**

**1. Call to Order**

Jennifer Luke called the meeting to order at 5:35 pm via ZOOM from the Board Room of 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  
Taryn Hughes  
Jennifer Luke  
Malcolm McEwen  
Clarice Mingo  
Rose O'Hara-Jolley  
Alyssa Quintyne

Members Not in Attendance:

Denise Newman  
Methanie Ongtooguk  
Elizabeth Holm  
Ellen Weiser

Administrative support present:

Heather Christian  
Kate LaPlaunt

Guests:

Yatibaey Evans  
Rodney Gaskins  
Lois Henderson  
Jo Malbert Narvaez  
Mae Marsh

**4. Approval of Agenda**

Motion to adopt agenda moved by Alyssa Quintyne. Malcolm McEwen seconded the motion.

**5. Approval of the Minutes**

Members reviewed the August 20, 2020 and September 17, 2020 meeting minutes. Rose O'Hara-Jolley made a motion to approve the minutes for both meetings. Malcolm McEwen seconded the motion.

**B. PUBLIC COMMENT**

1. Kristi McEwen – University Hills – In support culturally relevant and historically correct curriculum in addition to training for educators; student representative process and position discussed

**C. REPORTS**

1. National Association for the Advancement of Colored People (NAACP) of Fairbanks – Lois Henderson and Jo Malbert Narvaez
  - i. History of this NAACP working group discussed with goal to build a bigger community of support around anti-racism
  - ii. Long term planning noted in regards to education and outreach
    - Looking for community collaboration
  - iii. Rose O'Hara-Jolley – Timeline for board review and needs discussed

- iv. Jennifer Luke – Asked to keep the Board Diversity Committee up to date with initiatives
- v. Bea Felter – Offered use contacts through union
- 2. Indigenous Peoples Day and Alaska Native Education (ANE) Update – Yatibaey Evans
  - i. Provided update on Alaska Native Education from the last quarter
  - ii. [Slide presentation](#) via screen share in regards to [Indigenous peoples day](#) that occurred on October 12<sup>th</sup> with school activities highlighted  
[https://docs.google.com/presentation/d/1V5oO6TR5ryoH\\_xtD7G3Fo\\_c68a1k2I5AwXeON6rtGYo/edit?usp=sharing](https://docs.google.com/presentation/d/1V5oO6TR5ryoH_xtD7G3Fo_c68a1k2I5AwXeON6rtGYo/edit?usp=sharing)
  - iii. [Alaska Native Literacy Challenge Flyer](#) and Literacy Challenge course noted
    - Open to all students and not just ANE
    - Prizes distributed at Native Heritage Celebration in November
    - Weekly drawings noted
  - iv. National Indian Education Association (NIEA) Class – Course for educators discussed
  - v. Kate LaPlaunt – Impressed with participation and engagement in a year where we are struggling with this. Is it because it is easier for students to engage since there may be a personal connection?
    - Yatibaey Evans – Many students are picking family members and village elders to do their projects on, and this puts value and emphasis on their own identity
  - vi. Rose O’Hara-Jolley – Thank you for bringing this to the Board Diversity Committee and bringing this to the schools. What are the next steps for further integrating this work, and how can the committee support you in that?
    - Yatibaey Evans responded
      - a. Support ANE Facebook page to increase visibility
      - b. Help ANE with culturally relevant curriculum and dialog around Thanksgiving
      - c. Support the Literacy Challenge
      - d. Resolutions discussed
        - i. Support for a John Fredson day - August
        - ii. ANE representative on the school board
  - vii. Alyssa Quintyne – Wants to support ANE representative on the board
    - Parent Advisory Committee and process discussed
    - Yatibaey Evans and Jennifer Luke will seek clarification on the process
      - a. Resolution vs. letter of support
  - viii. Yatibaey Evans – Looking forward to the Open Circles happening next week
  - ix. Military Representative and ANE status discussed

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

- 1. New Opportunities in the Short, Mid and Long-term Goals for Diversity, Equity and Inclusion – Rodney Gaskins
  - i. School District is one of the most progressive organizations in the community but more work still needs to be done
    - Be open to partnerships with the district
    - Help other outreach organizations align with the momentum already started by the district
    - Noted the opposition to Diversity, Equity, Inclusion (DEI) nationwide
    - Be an avenue for voices to be heard for diverse communities
    - Need to emphasize the equity piece and have a unified message
  - ii. Alyssa Quintyne – Need leadership to provide greater support
    - Rodney Gaskins responded with quote from Wael Ghonim, “Power of the people is much stronger than the people in power.”
      - a. Voters are not showing up
      - b. Need to activate the people
    - Jennifer Luke – Clarified need for public testimony in support of

- initiatives in addition to the current DEI letter
  - Kate LaPlaunt – noted that the letter of support is in the board packet
- iii. Malcolm McEwen – Minority voices are not being heard and district needs to provide greater support
- iv. Alyssa Quintyne – Boundaries of what the committee can do
  - Asked if one-pagers could be distributed with talking points and meeting information
  - Jennifer Luke will seek clarification on this
- v. DEI Letter of support being read into the record on October 20, 2020
  - Kate LaPlaunt noted school board change over timeline

## E. NEW BUSINESS

1. November Training for Diversity Committee – Mae Marsh
  - i. Kate LaPlaunt – Provided introduction
  - ii. Mae Marsh – Start with the end in mind
    - What do you want the group to walk away knowing?
      - a. Jennifer Luke – Need to introduce the why and explain it in a manner that is effective
      - b. Alyssa Quintyne – Needs to be the training that the committee is asking the employees to complete and extend to a higher level
        - i. Decolonization
        - ii. Micro aggressions
        - iii. Implicit bias
        - iv. Trauma Informed
      - c. Malcolm McEwen – Agree with Alyssa Quintyne in needing to complete the same training as the committee is requesting
      - d. Bea Felter – Need training that will make this committee a safe place for a student to join the committee as noted by the Kristi McEwen
  - iii. Mae Marsh – How to make a safe space is key to any training so that you can have an open dialog
    - Start with overview first and then dive deeper
    - Need a safe place to practice so that you are better able to respond
    - Kate LaPlaunt – Provide vocabulary
      - a. Training is now must be completed in a public setting
  - iv. Janelle Chapin – Requested decolonization training
  - v. Taryn Hughes – Can we reach out to the groups to unify the learning to unify the message?
  - vi. Alyssa Quintyne – Group agreements and resource drive noted
  - vii. Janelle Chapin – As we teach decolonization, we need to teach breaking down barriers
  - viii. Mae Marsh – Can provide an overview in one class and then go from there
    - Will send the overview to Heather Christian who will forward to the group

## F. INFORMATION

NONE

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

1. Malcolm McEwen – Looking forward to the training and moving forward to make it a welcoming environment for students
  - i. Requested the list from Alyssa Quintyne
2. Jennifer Luke – Thanked the guest presenters and willingness to work with this committee
  - i. Noted that the reading of the DEI letter will occur at the School Board meeting on Tuesday, October 20, 2020

#### **H. ADJOURNMENT**

Motion to adjourn made by Bea Felter. Clarice Mingo seconded the motion. Meeting adjourned at 7:22 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