

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

**Thursday, August 26, 2021
5:30 – 7:00 p.m.**

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

For Devices: Public Zoom Webinar Link: <https://us02web.zoom.us/j/87265968334>

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AGENDA

*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 May 20, 2021 Minutes

B. PUBLIC TESTIMONY

C. REPORTS

1. Departmental/Community Partner Presentations
2. Training Session – Rodney Gaskins

D. OLD BUSINESS

1. Action Items to Support Diversity Committee Priorities – on hold until further information is gathered
2. ANE Board of Education Advisory Representative
 - i. Status update – Bea Felter
3. Student and Staff with Disabilities Resolution
 - i. Status update on resolution letter - Taryn Hughes, Alyssa Quintyne and Kate LaPlaunt
4. Superintendent Search Update
 - i. Status update on letter of support for implicit bias training – Taryn Hughes

and Alyssa Quintyne

5. DC member representation / presentations
 - i. NAACP meeting representation
 - ii. BFF presentation

E. NEW BUSINESS

- 1.

F. INFORMATION

1. [Link to resolutions on District website](#)
2. Dene Atlas Resource
 - i. <https://sites.google.com/a/alaska.edu/denemapped/home?authuser=0>

G. CLOSING COMMENTS FROM COMMITTEE MEMBERS

H. ADJOURNMENT

Fairbanks North Star Borough School District

Board Diversity Committee

Regular Meeting

MEETING MINUTES

May 20, 2021

A. PRELIMINARIES

1. Call to Order

Erin Morotti called the meeting to order at 5:30 pm via ZOOM from the FNSBSD Administrative Center at 520 Fifth Avenue.

2. Land Acknowledgement

3. District Mission Statement

4. Diversity Committee Vision Statement

5. Roll Call / Introductions – Committee has a quorum.

Members present:

Deanna Blackburn

Allison Carr

Brytan 'Bea' Felter

Malcolm McEwen

Erin Morotti

Alyssa Quintyne

Ellen Weiser

Administrative support present:

Rachael Stockton

Kate LaPlaunt

Other:

Lindsay Weaver

Julie Wild-Curry

Members Not in Attendance:

Marissa Anderson

Janelle Chapin - Excused

Taryn Hughes - Excused

Clarice Mingo

Denise Newman

Rose O'Hara-Jolley

6. Approval of Agenda

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

7. Approval of the Minutes

Members reviewed the April 22, 2021 meeting minutes. Alyssa Quintyne made a motion to approve the April 22, 2021 minutes. Allison Carr seconded the motion, and it carried unanimously.

Members reviewed the May 10, 2021 meeting minutes. Deanna Blackburn made a motion to approve the May 10, 2021 minutes. Malcolm McEwen seconded the motion, and it carried unanimously.

B. PUBLIC COMMENT

1. None

C. REPORTS

1. Departmental/Community Partner Presentations
 - i. After School and Summer Programs – Julie Wild-Curry and Lindsay Weaver

- Introduced Lindsay Weaver and explained her background
- Grants based programs- District funding help support middle school
- What is done?
 - Student Support- SEL focus - Mentoring (Informal and Formal) is a critical piece and essential in being able to connect with students
 - Strength Bases Approach - focus on positive values families bring. Building connections and relationships through community connections and sharing of stories of challenges
 - Equity and Achievement Gap – providing services through the grant that might not have been an option previously. Enriching activities that help them feel connected to school
 - Social – Emotional connections – The key to my car does not open your car door. Strive to give opportunities for students to test drive as many cars as they can. SEL Best Practice Cards > Professional Development.
 - Dropout prevention – personalized needs for the student and family.
 - Recipe for Equity – growth for the student and family. Spoke about ingredients and methods that are used. Better attendance and family engagement.
- ii. Allison asked about creating a curiosity for family cultures: making time for what the student would like to share; teachers/ facilitators welcome students in and have a circle time. Culture based programs- partnered with FNA and JOM Program. Encourage things we celebrate and share within the group.
- iii. Kate shared her thanks for preparing this presentation and touched on how the program creates and sustains inclusion.
- iv. Bea also shared her thanks, and mentioned that maybe the District could use them as a model for the grow your own- mentor mentee program.
- v. Alyssa thanked them for the presentation and asked how well demographics were tracked. Required to track demographics per the grant- serve about 1200 students across all programs. Serving 40% AK Native, 20% African American, 10% Pacific Islander 10% Latino the rest being white. 20% Sped 80% considered living in poverty. Asked about staff and admin demographics as well. Does not reflect student populations but they are working towards that.

B. OLD BUSINESS

1. Action Items to Support Diversity Committee Priorities – on hold until further information is gathered
 - i. Board had a presentation planned but it was canceled.
2. ANE Board of Education Advisory Representative
 - i. Status update – Bea Felter
 - No update as yet- has not gotten in contact with ANE PAC. Bea will follow up with Brianna Gray and provide an update at the next meeting.
3. Student and Staff with Disabilities Resolution
 - i. Status update on resolution letter - Taryn Hughes, Alyssa Quintyne and Kate LaPlaunt

Have not connected with Kate as of yet, Taryn and Alyssa have been trying to find a good timeline. Alyssa needs some guidance on what a resolution can or cannot do.

Erin has offered her time and assistance to help with this process. –remote but available!
4. Superintendent Search Update > update this next meeting.

- i. Status update on letter of support for implicit bias training for the Board of Education – Taryn Hughes and Alyssa Quintyne
 - Do not have a draft ready as of yet but will send it in once it is drafted
 - Allison Baldock, EEO Officer, has a presentation for DEI.- Can be done in a public meeting, AASB is assisting in superintendent search with Erin Morotti made a DEI training that was sent out to the Board but it was not mandatory.
 - Review training as a committee and include that in the letter of support
5. DC member representation / presentations
 - i. NAACP meeting representation – Taryn
 - Taryn was out, Erin will follow up with Wendy on this
 - ii. BFF presentation – Erin will follow up with BFF

C. NEW BUSINESS

1. Review of Diversity Committee membership term limits
 - i. Follow up with Janelle re: 1 year term limit
 - ii. Went over term limits. It was brought to our attention that FEA might have a different term timeline then we do.
 - iii. Spoke about the process of becoming a member. Alyssa wanted to know if that process could be placed in the policy so that it is official and being consistent. Erin will get with Sharon Tuttle to see what that might look like. Motion made by Allison Carr to move to gather information on how to change board policy to explain how to onboard and appoint new committee members. Alyssa Quintyne seconded that motion. Malcom McEwen supported this motion.
2. Reflection and comments on Monday 05/10/21 listening session
 - Alyssa read that was sent to her regarding the Lathrop video incident. – What is offered to the Students and Families that are affected by this? Alyssa reflected on her trauma through schooling and explained that its not about making people comfortable, those students are not comfortable.
 - Malcom enjoyed the listening session and agreed with Alyssa that we need to push the District and the Board to take action on these issues. Malcom also offered help to Bea for the ANE PAC item.
 - Deanna appreciated what Alyssa shared. Deanna graduated in 2004 and some of the things that she experienced, is still happening. Thank you for the having the listening session. We need accountability. How do we measure the effectiveness of things if nothing is addressed?
 - Do we want to hold these sessions regularly, or in emergencies?

Motion to extend to 7:15pm by Malcom McEwen, Deanna Blackburn seconded this motion.

D. INFORMATION

1. [Link to resolutions on District website](#)
2. Dene Atlas Resource
 - i. <https://sites.google.com/a/alaska.edu/denemapped/home?authuser=0>
 - Land name map of the entire state and you can see all the different parts of our town and the land that it is on. Really, cool resource to see what things are called and the reasoning behind that.

E. CLOSING COMMENTS FROM COMMITTEE MEMBERS

Malcom shared sentiment about how he enjoyed this year and looks forward to seeing everyone in August

Kate thanked Erin for taking on this role and that smooth transition that was done. Kate appreciates Erin's work and how the committee is following through with those goals that were set early on.

Kate shared that she understands the sentiment that we are not moving fast enough, but cautions on the fact that moving too fast might provide the wrong result.

Alyssa thanked Kate for her voluntary and the DEI training work that she has done. Alyssa says she hears the fear that Kate explained a lot and replied with we are in a house on fire, there are several of us running in and out to get them out. There are those on a couch, on fire, refusing to see the issue. At what pace should we move forward? We should not move forward at a pace that allow those on the couch to burn.

Erin thanked everyone

F. ADJOURNMENT

Erin Morrotti adjourned the meeting at 7:22pm . Motion to adjourn was made by Malcom McEwen and seconded by Bea Felter.

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: Diversity Committee , Fairbanks Coalition Builders 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 - don't want SB to take credit as SB for work of diversity committee

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 - timeline for success as well.

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. |

| | | |
|--|------|--|
| Increase support and awareness of leave management | HR | As new leave became effective, we implemented the leave districtwide. We trained staff and supervisors on leave benefits and provide support to ensure compliance. |
| Create professional cohorts to empower teachers to target their professional learning and collaboration opportunities. | SPED | More critical now than ever. The input from the people doing the work is our most important source of information and expertise |
| Increase special education professional learning opportunities for all FNSBSD staff. | SPED | 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 |

Brainstorming Ideas:

Make sure our staff and faculty have the tools necessary to serve our students in the best way
 People on the ground doing the work have the resources and support in a safe way

- Hiring practices equitable
- Training localized and relevant
- Tools to handle situations and connect with students and families

ESSA staff on ground floor and works closely with teachers - training feels like one more box to check - offering trainings that they can take away and use - conversation w/educator DEI is like washing your dishes - constant conversation - like SEL intermingled with DEI - complimentary

Other schools and groups doing great job - find groups and support further what they are doing - training more trainers to further message - empower more people to lead those discussions

Look outside of Alaska or within Alaska - pinpoint specific programs that have been successful based on criteria - diversity training groups to provide statistics - Rodney will present his findings.

Encourage/ask SB fund the FCB efforts so that we can provide full day training - train the trainer model - grow the people that are participating at the leadership level.

Partner with other groups more - elevate the voice of many from our community

Recommend Latinos in Action, Equity Literacy Institute, possibly Teaching Tolerance

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:

Like SEL intermingled with DEI - complimentary
 How are they measuring SEL objective progress? - Behind the scenes platform - on star - whole system tracks details - motion can be made to ask through the board - erin will share
 What people are learning in classroom and what they are doing in break rooms
 Health classes - how is the district implementing - what does that look like?
 Area we need to pay attention - fish bowls with students and staff - learning sessions - spaces intended for particular group to talk about issues or phenomena - other people listen - what did you learn, what did you unlearn? How will you apply this in your own life?
 How do we empower educators to ask for the things that they need? Example - need a mental health day - reach out to a higher up and feel listened to - testimony at a SB meeting and listened to - what does SEL mean and how is it supported - not just a box checked - express emotions without it affecting jobs or lives outside of discussion

Helen speak to Alaska Riser Grant - set up fishbowls
 Student as Counselors - - in depth training would be needed

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 th 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: