

Fairbanks North Star Borough School District
Diversity Committee

Thursday, April 18, 2019
5:30 – 7:00 p.m.

520 Fifth Avenue
School District Administrative Center
Board Room

AGENDA

A. PRELIMINARIES

1. Call to Order
2. Roll Call / Introductions
3. Approval of Agenda
4. Approval of February 28, 2019 Minutes

B. REPORTS

1. Guest Speaker:
 - i. Michael Campbell—School Liaison Officer from the US Army Garrison Fort Wainwright.
2. NCBI Update
3. Equity Policy
4. Dispute Resolution Conference-Carrie Bragonier & Marilyn Russell
5. Resolution Sub-Committee:
 - i. Kids and Staff with Disabilities

C. OLD BUSINESS

1. Equity Policy

D. NEW BUSINESS

1. Faces of Fairbanks
2. NAEP
3. Open Committee Discussion

E. INFORMATION

F. CLOSING COMMENTS FROM COMMITTEE MEMBERS

G. ADJOURNMENT

Fairbanks North Star Borough School District

Diversity Committee Meeting

Quarterly Meeting

MEETING MINUTES

February 28, 2019

A. PRELIMINARIES

1. Call to Order

David Rucker called the meeting to order at 5:33 PM in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue.

2. Roll Call / Introductions

Members present:

Maxine Dibert
Flora Roddy
Carrie Bragonier
Katie Dabney
Jazzanne Gordon-Fretwell
Alyssa Quintyne
Marilyn Russell

Administrative support present:

David Rucker
Shayna Lunt

Members Not in Attendance:

Rose O'Hara-Jolley (excused)
Sharon McConnell (excused)
Michael Angaiak (excused)
Elizabeth Holm
Ashley Strauch (excused)
Kenya Edwards

Guest:

April Scott (for Michael Angaiak)
Jomo Steward

3. Introduction of Katie Dabney. She is a parent, community member and school district employee.

B. REPORTS

1. Faces of Fairbanks:

- i. Marilyn Russell asked if we could get a template as to what should be in a Diversity Bio for faces of Fairbanks. "What diversity means to me..." April Scott suggested three critical points for the biography. 1) a picture, 2) what diversity means to me, 3) and reason to being on the diversity committee.
- ii. This can lay the foundation for future profiles of people that we feature in the future by laying out the example ourselves.

2. NCBI Update:

- i. March 28-29, 2019 training. Diversity Committee Train the Trainer members are Flora Roddy and Jazzanne Gordon-Fretwell.
- ii. Every quarter, the trainers will go out into the community and do one-day immersion classes for groups of 30-40. This is the process of healing through inclusion. The hope that this will be the lynchpin to building bridges in the community.
- iii. For employees, will those volunteers be paid for their attendance? David Rucker will find out more information, but in his understanding, it will be paid for employees who participate.
- iv. David Rucker, Yatibaey Evans, Rodney Gaskins, and Kate LaPlaunt.

3. Resolution Sub-Committee Update:

- i. Members: Ashley Strauch, Elizabeth Holm, Alyssa Quintyne, Rose O’Jolley-Hara.
- ii. Alyssa Quintyne has been trying to get in touch with the two other members but has not been successful. The hope is to get something drafted for” People with Disabilities” by the middle of March. They are talking with community members and gathering all the information as possible.
- iii. David Rucker proposed making meetings end at 7pm to keep sessions on track.

C. OLD BUSINESS

1. Equity Policy:

- i. The policy has made it to the Policy Committee, and they have a few questions and changes regarding the policy. They want to change the name of the policy to “Equity & Inclusion.” There may be an issue as to the third paragraph with the businesses and groups embracing our policy of anti-discrimination,
- ii. March 5, 2019, will be the next School Board Meeting where this Resolution will first be presented.
- iii. What is equity? Equity is making sure that while everything is not split evenly, but divided so that all schools, individuals have the same opportunities. The plan is that this policy
- iv. There is confusion about the intent of the last paragraph.
- v. Alyssa Quintyne suggested that a letter is sent with the resolution to the school board so that the School Board knows the intent behind the last paragraph.
- vi. Maxine Dibert read the Equity Policy to review the list of inclusions that the Equity Policy covers.
- vii. April Scott thinks that Equity should be that everyone should have “access to” the same; however, equity means fair. Some schools might need more to match the “sameness” of other schools. There is a divide when Equity and Anti-Discrimination are both addressed in the same policy. Jazzanne Gordon-Fretwell recommended defining “Everyone” in the policy because historically, it has been “Everyone except this group...”
- viii. Alyssa Quintyne said that as a committee the words “equity” “inclusion” “discrimination” need to be defined so that there is no confusion as to what each word means according to the District.

D. NEW BUSINESS

1. IDAP-Inclusion and Diversity Action Plan:

- i. Claire Morton, Executive Director of HR, wanted this introduced to the Diversity Committee. HR is planning several job fairs and hiring/resume help for community members.
- ii. Recruiting is difficult up here in terms of not having a pool of certified teachers and support staff of diverse backgrounds. How do we find the best and those who can bring Diversity to our district? HR has discussed more online recruiting to further our reaches into those diverse groups.
- iii. Claire Morton would like a volunteer from the Diversity Committee to join a team that would create the strategic plan of inclusion and Diversity Action Plan.
- iv. April Scott brought up the question: What is the support going to be for those employees that we bring into Alaska? What support is going to be offered to retain these employees? David Rucker shared that over the next year there will be strategic actions put into place. Marilyn Russell

shared that there should be a “buddy” for those new employees that come in. Current employees that partner up and mentor those new employees.

- v. Flora Roddy asked when the work sessions will be for the IDAP development take place. More information to come on the requirements of this workgroup.

2. Open Committee Discussion:

- i. Poster Contest: What does Diversity mean to me? Teachers need enough time to prepare their lessons to include whatever theme we decide. Communication with teachers is key with projects like these.
- ii. October 4, 2019, is National Diversity Day. Maybe introduce in September to collect entries by October. What will be the prizes/incentives?
- iii. April Scott motions to make meetings every other month to get these projects in motion. Flora Roddy seconded. Marilyn Russell asked if we could postpone the decision because of the number of individuals absent. Shayna Lunt will send out an email getting opinions on meeting every other month, and what days would be best to meet.
- iv. Alyssa Quintyne apologized for not calling out some offensive comments that were made at the last meeting. Mis-gendering was mentioned and isn't something appropriate to suggest. She suggested that all diversity committee members attended some training (Sensitivity Training, Safe Space Training, Communication, and Diversity). NCBI training is a great Segway. Katie Dabney suggested we bring someone from UAF to speak with us and offer some training and support in Diversity.
 - Alyssa Quintyne offered to set up a meeting for the training to take place.
- v. Marilyn Russell shared a paragraph about Neuro-Diversity. An article suggesting that Autism and ADHD aren't abnormal, but instead is diversity within brains and is just a brain that requires accommodations.

E. INFORMATION

- 1. NA

F. ADJOURNMENT

- 1. Flora Rody made a motion to adjourn the meeting. The motion carried unanimously. The meeting adjourned at 7:03 PM.

The 9th Annual International Cyber-Conference on Dispute Resolution

Improving Dispute Resolution Education
UAF Wood Center Ball-Room

Wednesday, April 10th, 2019
11-1:30 pm

(Attended by two Diversity Committee members: Marilyn Russell and Carrie Bragonier)

Carrie's notes

Dr. Brian Polkinghorn, Director, Salisbury University & Bosserman Center for Conflict Resolution said we need more university courses that focus on indigenous languages. Also, only 1% of university courses focus on the self or encourage introspection and reflection. (Implication: We don't understand ourselves.) He mentioned work in the areas of *peace engineering* and *conflict archeology*. He asked others what we need to see at our schools and universities. Some of the responses included teaching *how to listen*, teaching *self-care*, *modeling behavior*, encouraging *character development*, and more *theory to practice* models.

Dr. Polkinghorn mentioned conflict *engagement* vs. conflict resolution and the accountability piece of conflict. He also spoke of the work being done to infuse Gandhian principles into curriculum. (Gandhi believed in the power of truth, respect, and compassion for others. He is most remembered for his nonviolent resistance.)

A representative from The Global Institute for Peace (GLIP) discussed the importance of arbitration and of the protection of data. He mentioned *blockchains* with regard to conflict resolution, as well as "smart contracts" for arbitration. He feels there is a need to integrate gender, innovation, and technology into dispute resolution.

(Note: A blockchain...is a growing list of records, called blocks, which are linked using cryptography. Each block contains a cryptographic hash of the previous block, a timestamp, and transaction data. By design, a blockchain is resistant to modification of the data"
<https://en.wikipedia.org/wiki/Blockchain?scrlybrkr=2e1ccd7e>.)

Dr. Polly Hyslop from the Center for Cross-cultural Studies at UAF, spoke of restorative practices and indigenous dispute resolution/Indigenous Dispute Systems Design (IDSD). She discussed elevating justice, "widening the circle," and helping tribes find their own solutions. She also spoke of the importance of local *change agents* and *change leadership/change visionaries*.

Arun Gandhi, Mahatma Gandhi's grandson, highlighted the need to *respect* diversity, not to tolerate it. Building relationships is an important aspect of nonviolence...[and] relationships should be based on the principles of respect, understanding, acceptance, and appreciation.

He spoke of kindness, concern for others, and compassion. We should think of peace as a creation of harmony, he said, not as an absence of war or violence or conflict.

According to Mahatma Gandhi, there is violence against nature and violence against humanity. Violence can be also be broken down into two branches: physical violence and passive violence. Passive violence has many more branches. Discrimination, overconsumption, and exploitation are examples of passive violence. Gandhi viewed poverty as the worst form of violence and like a new form of slavery. Arun Gandhi explained the connection between physical violence and passive violence:

He [Mahatma Gandhi] said we commit passive violence all the time, every day, consciously and unconsciously. That generates anger in the victim and the victim moves on to physical violence to get justice. So it is passive violence that fuels the fire of physical violence. So logically, if we want to put out that fire of physical violence, we have to cut out the fuel supply. And since the fuel supply comes from each one of us, we have to become the change we wish to see in the world
http://ocm.auburn.edu/newsroom/news_articles/2016/02/gandhis-grandson-spreads-message-of-nonviolence.php.

Those famous words, “Be the change you wish to see in the world” were actually paraphrased and summarized from Arun’s grandfather’s words:

If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. This is the divine mystery supreme. A wonderful thing it is and the source of our happiness. We need not wait to see what others do (Mahatma Gandhi).

As a child, Arun remembered this teaching: “We are going to be better human beings today than yesterday. We must leave this place better than we found it.” He reminded us that there are so many labels we give each other when we should remember instead, that we are all *human beings*.

Arun Gandhi mentioned his book, *The Gift of Anger and Other Lessons from my Grandfather Mahatma Gandhi* (2015). Mahatma Gandhi taught that anger is like electricity...

[Electricity is] just as useful and just as powerful but only if we use it intelligently...it can be just as deadly and destructive if we abuse it. Just as we channel electrical energy and bring it into our lives and use it for the good of humanity, we must learn to channel anger in the same way so that we can use that energy for the good of humanity rather than abuse it and cause death and destruction (Mahatma Gandhi)
http://ocm.auburn.edu/newsroom/news_articles/2016/02/gandhis-grandson-spreads-message-of-nonviolence.php.