



DRAFT

BSD Diversity, Equity & Inclusion Committee Meeting Minutes

Tuesday, February 10, 2026 at 6:30 PM

Virtual only tonight

Commissioners Present: Monika Ivancic, Jeannie Waltz,

Staff Present: Sparks, Lauren Klaffky

Guests: Kathy Olwell

1. Opening

- A. Call meeting to order 6:35pm
- B. Approval of Agenda:
 - A. Motion to amend agenda - switch 1. Review of ballot question #4: Commissioner compensation with 2. Discussion with Executive Director of School Leadership - approved
- C. Suspend Robert's Rules

2. Public Comment - none

3. Discussion

- A. Review of ballot question #4 - Commissioner compensation
MI: Drafted and shared a one-pager, outlining the main points in support. Wants others to weigh in/edit; hopes to have a final version before Thursday, Ward 2 NPA but with the intent it's available to board members as part of constituent awareness/outreach.
- B. Discussion with the Executive Director of School Leadership
In preparation, DEIC sent Director Klaffky the following questions:

- How are things going at Eagle Bay Academy? Two very much different programs (Horizons and OnTop) were combined into one, and the long term principal just resigned this school year. The school has a 73 student capacity, but allegedly only 16 students are there any given day. What is the future plan for this school?
- What is your current work with our building principals like?
- how is your role connected to other BSD departments (like Curriculum, Equity Office, etc.)
- How does your work fit into the various Strategic plan priority areas?
- What is your involvement with our learning framework
- What are your observations of how things are in BSD: things that you have learned and things that you'd like to change
- What is your understanding of our committee's work (DEIC)

Started in June, meeting with school leaders; one on ones with each;

and then some one-on-one meetings with district leadership/executive directors; and point people associated with onboarding. Focused on listening and learning about the key priorities and what the needs are, in order to come up with a beginning plan,

What is the work of this role?

How it's currently operating, I've identified the role as having three main components.

One is direct coaching, which includes supervision, observation and evaluation of school leaders. Their supervision evaluation is around identification of the growth areas aligned with professional learning needs. My observation; I'm observing the whole school community. How are things working for students, for families, for staff and how is the leader orchestrating that environment to ensure that our goals move forward?

The second area is something I refer to as brokering lateral support. The principals serve at this fixed point driving forward our work as a district.

Our leaders are facilitating all of the district's initiatives at their individual schools: various priorities plans outlined in our strategic plan; outlined in our equity policy. Hence, I've been building my understanding of the work of the different departments, discerning ways I can support those various departments in their work with leaders so I can help to communicate and facilitate back to different departments what leaders need on the ground to move forward.

There are all these things that we need to ensure are happening through our school leaders.

The three departments that I have I've worked the most closely with: the office of equity, the office of teaching and learning and the office of student support services.

For example, early on, it was a priority to partner with Sparks and his team, in particular around ensuring that our school leaders were following and falling through on our HHB and Title IX processes.

I'm learning what is and is not working from the perspective of different departments; awareness as part of supporting leaders in their development.

I'm ensuring that different departments have time with principles to do training; work collaboratively to address problems and that we really partner on what is the greatest priorities of our work going forward and, as a team, advancing the strategic plan priorities.

It's not a coincidence that each of those department directors have a strategic plan priority area that they are responsible for; part of my work has been to understand what those priorities are and how my work intersects. I'm learning what department and who and to connect people to; where to direct them if there are concerns at schools that feel underdressed.

The third area, my primary focus, is tracking and monitoring actionable impact. How are we supporting our learners

growing and developing while feeling a deep sense of belonging, engagement and connection? There's a certain amount of tracking and monitoring to ensure that we're actually moving forward.

I first looked at how we as a district support leadership, collaboration, and professional learning. What do we do right? From the one-on-one conversation we created goals or purpose statements. The strategic plan priority areas are driving what our work is.

But I'm also thinking about collective efficacy and shared accountability as a community of learners. How are helping principals individually and as a team grow in their jobs of supporting students' and staff's growth and development, while also taking ownership and responsibility for their own learning.

Additionally, continuing to deepen their practice as anti-racist instructional leaders; a key component that we've been focused on is instruction, closing of the opportunity and achievement gaps. What is our vision for that as a system and how can we develop those muscles?

I'm also identifying opportunities for more alignment and cohesion across the schools; maximizing those opportunities to be learning from and with each other to have more coherence and then the last one is really

Another important part of my work is ensuring that there it's ongoing, two-way feedback from leaders that supports our continuous improvement as an organization. We are all collectively trying to advance as an organization and I'm thinking about how best to support and ensure that our work is being carried out to quality standards,

In terms of how we're doing and what the check-ins are like. I have biweekly and every other week meetings with each of the principals. We usually focus on problem-solving and then some coaching work depending on where we are in the year,

then I'm getting out into the classrooms; different spaces. The main part of those meeting is engaging in the leadership evaluation process. I worked to outline what our check-in points would be to keep ourselves accountable; leadership goal setting. Once we made progress through the first quarter, we continued monitoring data and then as we got to the midyear leadership reflection, followed by our midyear conferences. We're working on conferences right now.

Shifting soon; March and April, planning for our focus next year, reevaluating what we've done and developing our plans for going forward.

I inherited a structure where the principles come together once a month for about 90 minutes to collaborate and work together, The principal professional learning community (PLC). I expanded it so I have them for closer to two hours once a month and I leaned into inviting the teaching a learning team (Stephanie, Catherine and Karen) to better our focus on instructional leadership; close data review on a quarterly basis as part of those meetings. I added an additional PLC every other month for different levels (sub groups) i.e. the elementary school and our early childhood Director and then our secondary schools BTC Director get together. Meetings rotate through all the schools/sights; we do some shared learning; walk-throughs and those have been great in differentiating some of the needs based on the different levels, learning how to improve those as well.

MI: What does it look like in terms of the main work, your current work with building principles, what does that look like?

LK: Having 11 principles/directors that I'm supporting my weekly calendar gets fairly full with scheduled check-ins.

MI: The check-ins, how long do you meet with the principals and is that in person, do you go to the school? Can you share more info about developing the scope of the evaluations for the observation. Are you coming up with the questions?

LK: I've been meeting with each of the principals for about 90 minutes, generally at their sites, roughly 80%-85% being at school sites versus having virtual check-ins due to illness etc. Recently shifted: for the remainder of the school year, extending one site visit a month at each site to 2 - 3 hours; ideally still have a 90 minute or so check-in, but then would be spending an additional amount of time just in the building, gathering street data.

MI: Are you going into the classrooms, are you also watching how the teachers are teaching the curriculum?

LK: Yes, walk-throughs classroom spaces with the principles especially based on what they need support with. For example, if a principal is grappling with classroom culture, we'll spend 30 minutes 45 minutes in a class. But whatever they're struggling with, we diagnose what the needs are and identify what our critical, right next steps are. Whether it's supporting a teacher or different educators we discuss what would be the feedback and information that we would want to share back to support them in taking their next steps.

C. Prep for March 17th school board training

Training will be done by two BHS seniors, Victoria and Esther, who participated doing the same workshop at the Dismantling White Supremacy Culture in our Schools Conference in Seattle in Dec., 2024

In line with Priority Area #4, we should be asking about "bringing in board members that look like our students"; are we setting the stage for GM board members?

4. Adjournment

8:08pm