



BSD Diversity, Equity & Inclusion Committee Meeting Minutes

Tuesday, August 11, 2026 at 6:00 PM

Sustainability Academy - Library 123 North Street

Commissioners Present: Polly Ericksen, Jeannie Waltz

Staff Present: None

Guests: None

1. Opening

- A. Call meeting to order
6:10pm
- B. Suspend Robert's Rules

2. Public Comment

None

3. Discussion

- A. a. Reflection on Summer Racial Justice Academy
 - i. Diverse work force
 - ii. Diverse curriculum
 - iii. Disciplinary actions students with IEPs

SRJA Recommendations & Follow-Up

- Impressed with the recommendations from each student group.
- Important follow-up question: What is the process through which the Office of Equity works with students to take up and act on their recommendations?
- More broadly, how do SRJA recommendations translate into actual change in the district?
- Would be useful to hear about the trajectory from student recommendation → district response → implementation/change.

Mentoring & Student Belonging

- Student suggestions for mentoring programs was particularly compelling.
 - Sparks has discussed mentoring previously.
- An African American woman who appeared to know the students well was actively asking them questions and engaging with their ideas (generally speaking, genuine alliance between student presenters and staff was abundantly clear.)
- Connection to concerns raised previously about retention of administrators/educators of color, particularly experiences of racism.

- Student recommendations connect to broader concerns about belonging and retention.

Curriculum / Representation

- Students advocated for a more diverse curriculum.
- This was seen as an important way to demonstrate commitment to honoring cultural representation and addressing white supremacy culture
- Potential avenues for follow-up:
 - Board Curriculum Committee
 - Office of Teaching and Learning
- There is already some work underway:
 - Sankofa series appears to have emerged from previous SRJA recommendations.
 - There was also a previous series facilitated with Up for Learning, focused on generating strategies for increasing students of the global majority enrolled in advanced/AP classes.
 - AP African American History.

Student Support / Paraeducators

- Concern about the availability and distribution of paraeducators, particularly across grade levels.
- More paraeducator support appears to be available in elementary and middle school than in high school.
- Question: Is this actually the case, and if so, why?
- Classroom teachers may also feel that existing paraeducator staffing is insufficient and that additional positions are needed.
- Paraeducator support can significantly affect classroom dynamics:
 - The overall tone/functioning of a class can shift significantly depending on available support.

Student Discipline / Approach to Students

- Strong takeaway from students: they want adults to respond with more curiosity and support, and foster the same in students through classroom culture, curriculum focused on creating disability awareness.
- Students offered ideas around self-regulation strategies including but not limited to:
 - the need for physical/environmental changes ie: outdoors, quiet spaces.
 - resources and support more readily accessible.

Testing / Assessment Accessibility

- Concerns about the accessibility of online testing/assessment software.
- District appears to be aware of the issue;
- May need to raise awareness of the issue/unclear what progress has been made thus far.

Above prompted discussion related to Math Course Access & Scheduling

- Important equity concern around math course sequencing and scheduling.
- Example of positive change: Math 8 and Algebra being offered concurrently can allow students to avoid taking two separate courses and preserve room in their

schedules.

- If students do not complete prerequisite Algebra at the appropriate point, they may have difficulty accessing subsequent math courses because of scheduling constraints.
- Scheduling conflicts can also be a challenge for students in BTC programming..
- Curious about/seek an update on:
 - Scheduling for students in BTC programs
 - Access to dual-credit opportunities - are students are receiving sufficient English credits?
 - Are EL students experiencing scheduling barriers?
- Current data/statistics on BTC participation and outcomes

B. Set meeting topics for next few months

Leadership and Planning: Equity collaborative?

Training, accountability and support: new Learning Framework?

Training, accountability and support: Policy statement on Recruit, employ, etc. personnel and ... strive to have our workforce reflect the diversity of our student body.

Curriculum: adopt and employ inclusive, anti-racist, identity-affirming curriculum

Policy statement: work to ensure that school environments are safe... for all students, teachers and staff...Behavioral Threat Assessment policy?

Equity Report / Policy Follow-Up

- Would be helpful if the Equity Policy statements were numbered (e.g., Policy Statement 1.1, 1.2) to make follow-up and cross-referencing easier.
- Current organization by topic/section makes it more difficult to identify and reference individual policy statements.
- For the Committee's organizational purposes, we created "DE&IC Copy of Equity Policy District Level Tracker" (copy of the district's equity tracker and added columns re: committee action, notes, recommendations) To be shared with Sparks.

Potential follow-up areas identified:

1. Leadership and planning
2. Equity Collaborative
3. Training and accountability
4. Learning framework
5. Office of Teaching and Learning
6. Other specific equity initiatives identified in the report

4. Adjournment

7:05pm