



FORT WORTH ISD MISSION:
 PREPARING ^{all} STUDENTS FOR SUCCESS IN
 COLLEGE, CAREER AND COMMUNITY LEADERSHIP.

**Fort Worth Independent School District
 Racial Equity Committee
 Meeting Minutes
 Thursday, June 3, 2021 at 5:00 p.m. via Zoom**

Committee Members Present:

Benavidez, Dr. Dorene *	Grover, Barbara	Masterson, Twyla	Pérez, Jonathan *
Bond, Clint	Hall, Dr. Mia	Mattingly, Dr. Cissy *	Phillips, Quinton
Breed, Sherry *	Herrera, Alfonso	McKinney, Wanda	Poullard, Eric
Chavez, Aracely	Jones, Ebony	Moss, Christene	Poullard, Precious
Clark, Rickie	Jones, Dr. Trevon *	Nickerson, Porsche *	West, Bill
Darr, Anne	Krochmal, Dr. Max	Nixon, Glenn	Williams, Dr. Jared
García-López, Norma	Luebanos, Anael	Paz, Ashley	

Committee Members Absent:

Affleck, Holly	Gravelle, Elizabeth	Pace, Brandi	Walker, Dr. Carlos *
Anderson, Sue	Griffith, Barbara	Richter, Breinn	West, David
Argumedo, Miguel	Harrison-Jordan, Tina	Rincón, Cynthia	Turcios, Carlos
Balzer, Dr. Jill	Hodges, Charles	Sorensen, Marcy	Turcios, Juan
Cytron-Walker, Adena	Lee, Yassmin	Starr-Malone, Sonja	Young, Patricia
Dominguez, Nyssa	Masterson, Tim	Turcios, Carlos	
El, Robert	Mohamed, Mohamed	Villalobos, Lupita	

Courageous Conversations About Race Affiliate Practitioners (*) Present:

Crespo, Mirgitt *			
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Courageous Conversations About Race Affiliate Practitioners (*) Absent:

Burrell, Dr. Stacy *	Mouton, Dr. Marion *	Ramos, Jr., Jacinto "Cinto" *	Townsend, Rian *
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Guests:

Peña, Dr. Raúl	Washington, Dr. Cherie	Members of the Community	
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CALL TO ORDER:

- The meeting was called to order at 5:00 p.m.
- Minutes from prior meeting approved by consensus
- Mrs. Breed reviewed the Racial Equity Committee (REC) Meeting Protocol - revised for Zoom

DISCUSSION ITEMS:

1. Discussion on Elementary and Secondary School Emergency Relief (ESSER) III Funds.
 - Chiefs of Student and School Support, Dr. Cherie Washington and Dr. Raúl Peña, shared information about ESSER funding and requested feedback from the REC:
 - As part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, enacted on March 27, 2020, ESSER III funds will provide school districts with emergency funds to address the impact of COVID-19 on schools.
 - \$12,418,588,778 is available for school districts in Texas and \$261,555,722 is the total amount allocated to FWISD.
 - The funding will be distributed in two phases. The District must submit a grant application to the Texas Education Agency (TEA) by July 27, 2021. It is a one-time fund allotment; therefore, FWISD will need to ensure sustainability after funding ends. The funds will go from March 13, 2020 through September 30, 2024.
 - Requirements to receive the funds:
 - (1) the District must engage in conversations with stakeholders and give the public an opportunity to provide input in the development of the plan;
 - (2) a plan must be developed for the safe return to in-person instruction and continuity of services and must be reviewed every 6 months as needed; and
 - (3) the District and public needs to be aware this is federal money with associated rules and regulations which include financial support and equity requirements.
 - ESSER Funds are designated for a one-time and/or short-term spending to address learning recovery and the ongoing impact of the pandemic. Long-term uses of the ESSER III Funds are allowed; however, the District must consider how to support and sustain long-term costs after this funding ends.
 - Four Categories for Learning Recovery Strategies are:
 - Supporting Teachers
 - Build teacher capacity to implement key components of effective instruction in Reading, Language Arts, and Math; deliver interventions and individualized supports, e.g. Just-In-Time Intervention, Differentiation, Scaffolding, and Small Group/1:1 Intervention; and add instructional support staff to support student interventions.
 - Rigorous Instructional Materials
 - Ensure that all students have access to high-quality instructional materials with new Math materials for grades K-8; pilot new literacy curriculum on targeted campuses; Special Education accessibility toolkit; and Fine Arts equipment.
 - Create More Time for Learning
 - Have summer learning open to all students; add 30 minutes to the school day for increased instructional time; after school and tutoring programs; and acceleration academics in grades 1-3. Adding 30 minutes per day equals 14 additional “days” to the school year.
 - Empowering Parents
 - engage families and provide wraparound services to assist with attendance support; Literacy, Math, and College Readiness Resources; social emotional learning support; and counseling, mental health and wellness resources.

- Comments & Suggestions from REC Members:
 - Since differentiating and scaffolding will be key to help our students in their learning recovery, ESSER Funds could fund additional instructional coaches on campus to help assist teachers in differentiating and scaffolding.
 - Could class sizes be reduced using ESSER Funds? And equitably? How are we identifying the schools for more significant disparities in student learning?
 - In the elementary schools, the District lost 6,000 students, 4,800 being elementary. The District did not eliminate any elementary positions so class sizes were reduced. This helped elementary teachers with synchronous, asynchronous, and dual classrooms.
 - In the middle schools, math and reading are opportunities for learning recovery for our students. We have identified 19 of our 26 middle schools to add additional math and reading enhancements as well as additional math and reading teachers which decreases the class sizes also.
 - In the high schools with students who are behind in credit and/or behind in CCMR, we are supporting teachers by adding teachers and teaming teachers to help students get back on track.
 - Overall - Before the ESSER Funds, the District planned to eliminate 167 FTEs (teaching positions), due to budgeting constraints (less students means less funds for the District). The ESSER Funds will allow elementary schools to eliminate bridge classrooms and decrease class size while not eliminating FTEs.
 - Could ESSER funds be used for tutoring for our students entering college and their learning recovery?
 - The District is looking into partnering with outside tutoring agencies as well as tele-teachers to provide tutorial services to our students. In addition, as the District rolls out the teacher allotment incentive, it will be a strong tool to incentivize teachers to come work for FWISD. The District has incentivized summer learning in addition to summer learning pay.
 - Students are dealing with trauma in addition to COVID. Can recommendations for social workers, psychologists be given? Can “calming centers,” be implemented at more campuses as a way to reduce suspensions?
 - What metric is used for early learners, since they do not take STAAR?
 - The District uses beginning, middle of, and end of year formative data in reading and math. Our early learners who stayed at home will be far behind and will need significant learning recovery in reading and in math.
 - To reduce suspensions, the District has realigned the District’s pyramids and has challenged the pyramids to work together and create plans to reduce and stop suspensions and how to work from a positive place vs. negative environments and suspensions. Also, the District has challenged the pyramids to create transition plans. Some students will be entering middle or high school as 7th or 10th graders and missed 6th and 9th grade because of COVID.
 - The Office of Student and School Support is working with the Equity and Excellence Division to make plans using the ESSER resources. Also, FWISD will continue using

- instructional specialists, telehealth, and will be partnering with Care Solace to provide mental health and well-being services for students, families, and staff.
- What is being done for our students who are not behind, but their classmates are behind?
 - Teachers will use data to tier their students and differentiate for each student.
 - Tiering instruction and the grouping of students will help all students. In addition, FWISD will look for support for challenging students to ensure they will be on track.
 - How can the PTA help support the reorganization of the Parents as Teachers program (Parent Partnerships)? What can be a metric so the PTA can advocate for resources and resolutions coming from the new department? Will the new department have an emphasis on the campuses and in communities where we saw enrollment drop?
 - With the ESSER funds, the District will add a full-time Parent Engagement Specialist to every campus to assist with parent involvement, attendance, etc. However, these funds are only for 3 years; the District will have to re-evaluate the positions.
 - Can ESSER funds be used to assist teachers with resources so they do not have to use their own personal funds to support their classrooms? How can we help assist students and families with outside support, e.g. meals, backpacks, etc.?
 - Can the District start transition plans early in the summer, e.g. have students come tour the school during the summer, etc.?
 - If the school day is extended or After School programs expanded, what will that look like?
 - We plan to have a combination of academics and extracurricular, STEAM activities after school. Also, partner with our adopters and the community and have programs available, e.g. the zoo, robotics, etc., to have a balance for our students.

[QR code weblink](#) to submit input for ESSER III Funds.

2. Presentation of Subcommittee Reports and Recommendations:

- Communication (*Not presented at this meeting due to time constraints*)
- Discipline (*Not presented at this meeting due to time constraints*)
- Staffing and Recruiting
 - In the 20-21 school year, this subcommittee continued the work of the previous year's subcommittee's goals; therefore, this subcommittee is putting forth the previous recommendations, e.g. ensure every student has equitable educational opportunities, every school is staffed with highly effective personnel, and the District needs to aggressively attract, recruit, hire, and onboard new personnel in a timely and unbiased manner.
 - The first recommendation is to streamline and enhance the recruiting and hiring process to remove barriers to staffing the District with the most qualified administrators, teachers, and support staff.
 - Updates from Previous Recommendations Report:
 - Recruiting process: it is on-going with a specialized focus for high need content areas (SPED, Math, Science, Bilingual, Pre-K).

- Training hiring managers: training for Principals began in February 2021 with a specified training each month throughout 2021.
- HCM aligned organizational structure for operational efficiency.
- Enhanced technology systems: Frontline (job application tracking system) was updated in April 2021; Talent Experience Kick-off with Leaders and Principals in April 2021; Munis training in April 2021 with upgrades coming in November 2021.
- The second recommendation is to investigate and address inequities or deficiencies in staffing, retention, and professional development.
- Discussion questions:
 - What are the numbers of teachers broken down by grade level and by ethnicity?
 - The data can be sent from the subcommittee to the whole REC.
 - Can the data be shared of where teachers are being placed? Broken down by grade levels, schools, pyramids, quadrants, etc.?
 - The data the subcommittee received is a global set of data and is not drilled down that specifically, so that data will need to be asked for.
 - Who controls the hiring on the campus?
 - The Principal, their leadership team on their campus, and the Leadership Director of that campus make the final hiring decisions on a campus.
 - What are the ratios between the teachers and ethnicity and does it compare to our students' ethnicity? And if not, how can we change it?
 - The new CTO in HCM and his staff are aware of this and are working on that.
 - The CTO presented to the REC and said he would follow-up, can that be scheduled?
 - Yes, we will ask him to present to the REC this fall.

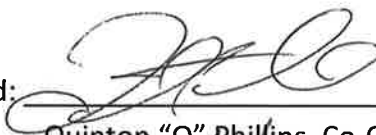
REMINDERS:

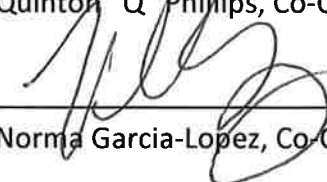
- Next REC Meeting: Fall 2021, TBD
- Last Day of School: Friday, June 18th
- First Day of School for 2021-2022 School Year: Monday, August 16th

FUTURE AGENDA TOPICS:

- Race and Disparities in Healthcare

ADJOURN: Meeting adjourned at 6:27 p.m.

Signed:  Date: 10-5-21
 Quinton "Q" Phillips, Co-Chair

Signed:  Date: 10-5-21
 Norma Garcia-Lopez, Co-Chair