



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, February 4, 2021 at 5:00 p.m. via Zoom**

Committee Members Present:

Affleck, Holly	Darr, Anne	Jones, Dr. Trevon *	Phillips, Quinton
Anderson, Sue	Garcia-Lopez, Norma	Lee, Yassmin	Poullard, Eric
Benavidez, Dr. Dorene *	Grover, Barbara	Masterson, Twyla	Poullard, Precious
Bond, Clint	Hall, Mia	Mattingly, Dr. Cissy *	Starr-Malone, Sonja
Breed, Sherry *	Herrera, Alfonso	McKinney, Wanda	Walker, Dr. Carlos *
Chavez, Aracely	Hodges, Charles	Nickerson, Porshe *	West, Bill
Clark, Rickie	Jones, Ebony	Pérez, Jonathan *	Williams, Dr. Jared

Committee Members Absent:

Argumedo, Miguel	Griffith, Barbara	Mohamed, Mohamed	Sorensen, Marcy
Balzer, Dr. Jill	Harris, Cleveland	Moss, Christene	Paz, Ashley
Cytron-Walker, Adena	Harrison-Jordan, Tina	Nixon, Glenn	Turcios, Carlos
Dominguez, Nyssa	Krochmal, Dr. Max	Pace, Brandi	Villalobos, Lupita
El, Robert	Luebanos, Anael	Richter, Breinn	West, David
Gravelle, Elizabeth	Masterson, Tim	Rincón, Cynthia	Young, Patricia

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:

Boss, Jay	Boyd, Ayesha	Elliott, C.	Ordonez, Monica
Varando, Krista			

CALL TO ORDER:

- The meeting was called to order at 5:03 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. Discuss subcommittee guidelines and expectations.

2. Subcommittee Reports:

- **Staffing & Recruiting Subcommittee**

- H. Affleck shared information about the subcommittee's last meeting.
 - This year they are focusing on on-boarding processes along with recruiting processes and retention;
 - FWISD just hired three new bilingual teachers.
 - FWISD still has some positions to be filled in hard-to-fill areas
 - They hope to share data at the next REC meeting regarding staff turnover from year-to-year.

- Questions/Comments:

- Can the data for hiring and retaining be shared with the full committee? How can this committee help HCM hire more teachers?
- How can we help with a "pipeline" of growing our Assistant Principals from teachers with a racial equity lens?
- Are we asking departing teachers if race is a reason for teachers leaving?
- Are teachers leaving because of COVID? Is this subcommittee looking at that specifically? Could that data also be shared with this committee?

- HCM reviews data for turnover reasons. Reports indicate the race of the teacher, why they left the district, etc. If this committee could recommend a way to focus a report for review, we will be happy to share that information.
- I know the district is looking at the numbers of teachers leaving because of COVID.

- Can the subcommittee compare the data that was submitted in the previous year-end report (2019) with current data and see if needs are being met?
- Can this subcommittee develop a dashboard where the data can be shared? For instance, where are the teachers who were hired from Puerto Rico placed, etc.
 - The data has been requested.

- It was noted that there have been challenges in receiving the data needed (for the subcommittees). Mr. Phillips offered to assist with this if needed.

- The hiring process is a concern. It takes a long time to on-board employees. We lose employees because it takes too long. The timing should be improved.

- What are we doing with Principals for recruiting? Are equitable recommendations happening with Principals?

- In FWISD, a pool of candidates is established, then Principals can interview from the pool of individuals and make a recommendation for hire. Some campuses have committees for this process, some only have the leadership team.

- HCM does not hire anyone. Campus or department hiring managers hire individuals through a committee. There are requirements in the hiring process. The work of REC is helping make change in racial equity.

- Do we have a list of all the subcommittee meetings?
 - Yes, all meetings are posted on the Division of Equity & Excellence webpage calendar. We encourage members of this committee to attend more than one subcommittee.

- Can HCM take a racial equity training for growth to understand the differences between race and ethnicity?

- **Discipline Subcommittee**
 - T. Masterson shared information from the Discipline Subcommittee.
 - This year the subcommittee is focusing on an accountability measures and the disproportionalities reported on in the Star-Telegram.
 - They hope to make the data and the numbers visual by creating a report card and/or dashboard with an equity audit attached so that parents, communities, etc., have access to the data.
 - They will also research campuses with systemic issues and frequencies.
 - Plan to develop and recommend a rubric for campuses.
 - There is a need for uniformity at how discipline codes are implemented across the district. They will be obtaining more information on the codes, especially ambiguous and/or subjective codes, e.g. disrespectful;
 - They will conduct a review of the student code of conduct and verbiage.
 - They are also looking at COVID disproportionalities
 - In order to achieve all of this, the subcommittee has broken into 3 groups: practice, procedure, and policy.

 - Questions/Comments:
 - Is there anything measuring border patrol, ICE, etc. and “fear” pressure?
 - There is a need for that; however, currently this subcommittee is focusing on expulsions, and suspensions. Suspension does not need to be the first thought. Discipline does not always have to be punitive, it needs to be more restorative in nature.

 - What is the cost to the district when students are suspended?
 - The money that is lost due to suspensions is staggering.

 - What is the disconnect between our teachers and our students and life experiences?
 - That is the basis for trauma-based training. Also, how we treat our students based on race and/or socioeconomics.

 - Do you have a recommendation for restorative practices district-wide? We are working with the pyramids on restorative practices and however we can work collectively would be great.

- Not yet, but we are looking at best practices in other districts and we will report out on what other districts are doing.
- At a meeting earlier this week and someone said, when a child is struggling with reading, we get them a reading tutor, when a child is struggling with math, we get them a math tutor, when a child is struggling with behavior, we punish them. I appreciate restorative practices but I also wonder if we could go deeper in how to help our children?
 - Yes, but the accountability piece is important with teachers to ensure it's not an "adult" problem. It is a change in mindset. Restorative practices are also about how do I change, how I show up as an adult.
- **Communication Subcommittee**
 - C. Hodges shared information on the work the Communications subcommittee is doing on the "written" word, e.g. ensuring all communication is readable by all our stakeholders.
 - Their current focus is on community outreach to teachers, parents, students, and staff through the outdoor boards/marquis;
 - Plan to do a Principal survey asking about the effectiveness of the boards/marquis through a racial equity lens.
 - Even if the schools have the boards/marquis, can they use them, e.g. do they have all the letters, is the marquis/board not broken, etc.? How often do they use them? Do they change them often? Are the messages district-wide or are they school specific? Are they timely? The subcommittee also discussed how could we help campuses with messaging. Due to COVID, can we use the marquis to help give messaging on various topics and unifying messages.
 - C. Hodges also shared that the Communications subcommittee is small and encourages other committee members to join.
 - Questions/Comments:
 - There are so many ways to use the marquis: highlight students, highlight campuses, highlight district messaging, etc.
 - It would be great if every campus had digital boards, they could easily be updated daily.
- **Academics & Segregation Subcommittee**
 - T. Jones shared information and notes regarding the A&S Subcommittee 2021 Priorities:
 - Culturally-relevant curriculum overlay for ELA/literacy
 - Data transparency – develop a public dashboard
 - Equity audits. Work with the Division of Equity & Excellence to develop rubric/criteria
 - TRE – the allocation of teachers, incentive allotment program.
 - TRE - WIFI connectivity and device distribution
 - Monitor course offerings at secondary schools
 - Monitor effectiveness of leadership academies
 - Request report on ongoing achievement gaps by race, now v. before Racial Equity Policy.
 - W. McKinney discussed the article in the Star-Telegram with the data and numbers of our students.

- The asynchronous model gives students a chance to work at their own pace; this model presented a challenge for our students and was not engaging.
 - The district is implementing a plan to help our failing students.
 - 52% of our students are still virtual.
 - The district is looking at ways to revamp the virtual learning model.
- Questions/Comments:
 - For those students who are failing, can they be required to come to school?
 - Probably not at this time, because of COVID. However, TEA may make changes regarding this in the future.

REMINDERS:

- Next Meeting: Thursday, March 4, 2021, 5 p.m., via Zoom

FUTURE AGENDA TOPICS:

- Race and Disparities in Healthcare
- CCAR Protocol Refresher & Training

ADJOURN: Meeting adjourned at 6:36 p.m.

Signed: Quinton Phillips Date: 3/9/21

Mr. Quinton "Q" Phillips, Co-Chair

Signed: Maximilian Krochmal Date: 3/9/21

Dr. Max Krochmal, Co-Chair

/clm & bg