

Dunbar HS Community Listening Session - June 30, 2026

Stakeholder – introductory comments. 56 years of teaching and 50 years of elected service of board of trustees of TCC. Thank you for accepting the challenge to serve in this position of the board of managers. Thank you for having the courage to serve children and their parents. Thank you for having the courage to accept the human capital available to you—those who are employed, those who want to be employed, volunteers, and members of the community. Now the hard part begins. Doing the work of serving the public. My three children who graduated from this school under the great Dr. Shirley Knox Benton and who have gone on to do great things. Thanks for coming. I know you will get lots of input and I hope you will use it to make sure that the administration properly serves the kids of FWISD.

1. What should FWISD students know or be able to do? If you could only pick one or two of the most important things FWISD students should know or be able to do, what would they be?

Stakeholder – Dunbar class of 1973. One of the things I think every student should be able to do is come to Dunbar HS or any FW ISD school and have a quality program, not just academically, but athletically. If it were not for athletics, I would not have been able to go to college. In the years I have been back in FW since 1993, athletics have declined in FW. I have met with every superintendent and sports in FW are behind every other major district. No one seems to think that athletics is important to education. We are all responsible. I did a survey four years ago... It does not appear that anyone at FW ISD cares about athletics. I have told the superintendent. No one seems to care. If it were not for athletics I would not have gone to class the way I did. Athletics and academics are parallel. We cannot compete with anyone outside of the district. Our best athletes leave the districts. I think athletics and academics should be parallel.

Stakeholder – retired FW ISD teacher. Been with the district for 40 years. He is correct. No. 1, kids need to have a reason to come to school. We have taken fun out of education and given them a script to follow. They have nothing to look forward to now. Until we change the atmosphere to give them something fun to look forward to, kids will struggle. I know this may be off topic, but I have been volunteering since I retired. Can I still do that? Dr. Kushner–Yes.

Stakeholder - I am a proud graduate of Dunbar class of 2003, science and engineering. I was a magnet student. I have not been as active as I would like to be in the last few years. But the one thing I want students to be able to do is read. Students need to be able to read.

Stakeholder - Retired FW ISD employee. I was in the social services dept. Before they can read, write, do math, play athletics. They have to learn to get along with each other. That is gone. We no longer teach it. We used to teach the golden rules. I would like to see social skills brought back into the curriculum. It was phased out about 12 years ago because of politics. We need to get politics out of schools. Last year I had three of my former students charged with felony.

Because they did not get social skills teaching. Also, you all have downsized the speech therapist services. I have a grandson who was forced out of speech services. We need to meet the kids where they are and focus on the kids' needs, not adult needs. My children went to Dunbar as well.

Stakeholder – I am a Trimble Tech graduate. Two things, civics and history. Kids need to learn about civics and history. Our history is diverse, which is a bad word now. Kids need to learn about all cultures. Civics, In order to thrive, they need to understand how their lives are affected everyday by people right up the road from them. Your self worth is important. Civics is important.

Stakeholder – Dunbar Graduate. I want to piggy back off of the first speaker and my mom. Look at SOC and another school. Athletes are leaving this community to go to those schools. It is sad that we are having to talk about kids not being able to read. That is a civil right. We can have excellence. It has been here before. I remember my mom fighting for books. She mentioned social skills – I hope you listen to the kids. I was at the boys and girls club yesterday. The kids want to be heard. We expect kids to sit in seats and perform miracles when we do not give them the support. I cannot consciously think about what these kids are dealing with. I hope that you talk to them, they have the answers. This is their experience. This is their educational experience. It is sad that the conversation has devolved into basic functions of the district. Instead of how to grow the district. I hope you all are able to find space, i understand budget constraints, to give them

Stakeholder – I second everything else you have said, but I also say that reading and literacy are a key priority. I work with the boys and girls club and I see kids closing gaps when they are given the supports. I also want you to focus on K-2, not just 3rd.

Stakeholder – I served on the FW ISD School Board for 29 years. We have been fighting in this neighborhood for years. Over and over we requested resources, social skills, whatever you are talking about now, and to sit here and talk about now what is the most important, it is reading. The kids need to know how to read. You know reading is number 1, you cannot be successful if you cannot read. I agree with all of you that spoke, but we are in the same place that we have been for years. To the board of managers and the superintendent, we have been here for years. This is nothing new, they started taking over school districts in New York about 20 years ago, and it has not helped any of them. I am just saying. Reading is number one, but I hope you pick more than 1 or 2.

Stakeholder – I live in this neighborhood. My kids go to YMLA. I am an educator. I work in a different district in Kinder and early literacy. When my kids were in elementary, I pulled them from FW ISD because of the outdated research and teaching methods. FW was 5-10 years behind Arlington and Mansfield. I put my kids back in FW in middle school. You have to close the literacy gap now, especially early literacy. I am not from Texas, I am from Chicago. When I got

here, I learned all about STAAR. It seems to be a problem that takes away from early literacy. First grade literacy is the key – most important growth time.

Stakeholder – I need to piggy back on this one. When I was teaching in the district 2015-2016, kids were learning to read. The next year, we handed kids an I-PAD and kindergartners cannot read or learn to read like they could without screens. I can look back and see what has changed over 12 years. Screens and scripted lessons are the two major reasons our babies cannot read.

Stakeholder – Literacy RoundUp – We are screening for dyslexia. I have to advocate for students to get testing. Right now FW ISD has 6% identified. We are severely underidentified. Rate of dyslexia is in the teens. Services and testing should be available to identify. The most basic thing is literacy.

Stakeholder – I used to be a recruiter at a large accounting firm. In addition to reading, I would like to see writing and the ability to communicate in the written form. That is something I would like to see FW ISD students do in a very compelling way.

2. What describes a successful graduate? If you could only pick one or two of the most important things that describe when an FWISD student is a SUCCESSFUL GRADUATE, what would those be?

That they are employable.

Stakeholder - In my eyes a successful graduate is a well-rounded human that has a vision for their future. That is one thing that I am scared that my oldest child could lose if we start taking away programs from high performing schools. If we take those things away, will my child, who is also on the spectrum, be able to look someone in the eye and say hello, my name is, and I want to go to TCU.

Stakeholder - A real good human. Someone who is a lifelong learner. We don't have those coming from FW with things like scripted curriculum, bluebonnet curriculum, when kids cannot read full novels, when we overdiscipline kids like we do in HS. FW ISD no longer has well rounded kids, we want them to come out in a box. Choudry, the dept director of curriculum needs to be held to a high standard. What is happening there is not going to get you there.

Stakeholder - Our students are not graduating with options b/c they are so severely handicapped in their educational experience. We talk about CCM ready. Kids experiment in middle school and they manifest in HS. Our kids need options. Yes, we know what works, we have seen what works. We just need fidelity to those things. We need to make sure kids have options as they matriculate through the system to grow and thrive.

When graduates from FW ISD who go to college do not have to take remedial courses. Preparing kids for when they are taking TSI and other exams that they are proficient in them.

Stakeholder – From Mississippi – Works at FW middle school – A successful graduate is someone who has a realistic perspective of how they got here. When I think about my middle school students, I think about the students who have been moved along. They get to HS and don't know how they got there other than just being moved along. Kids who graduate need to have a clear understanding of how they got to that point and appreciate what it took to get there. I see kids that struggle be moved along every year. I am just hoping and praying that when they get to HS. I am trying my best to give kids a realistic perspective before they get there.

Stakeholder – YMLA Wildcats – Sorry Dunbar – I have notes planned out, but I can piggy back right off of her. We were in Hurst for elementary school but had to come to FW ISD started at an elementary in Northside. I was just going through each grade just going through my days. I just treated an assignment as an assignment, without any appreciation for what I was learning. YMLA has really helped me. Opened my eyes. Made me able to talk in front of people like you. A successful graduation is someone who knows what they want to do with their life, who has a plan and has options.

Stakeholder - Why can't we model our school after YMLA? You are doing the other kids a disservice. I talked to a senior a few years ago. He cried. He was taking college classes. He was a valedictorian. He cried and said "Why can't we be treated like this."

Stakeholder - Both of my babies were under this principal. She loved them, they may not have loved the way she loved them, but she loved them. We had our teachers, not to sit in in-service starting on the first day of some fantastic curriculum that no one has experienced in the district, without knowing what it is, but they bought it because someone was selling it. There is a connection, we have to have a connection as a school and a community. No man is an Island. We all have to piggyback on one another and help one another. I like that this young man got up and spoke in front of us. That is the self-confidence that he has, that we are not teaching. All of those services have been cut. Where are our parents, we used to have to reach out to our parents. We have to know our students. Don't just drive in, park your car, and get out. Know your community. But we will get there, I am not giving up.

Stakeholder - Successful students come from successful schools. They come from schools that pay attention to the details. If you look at schools across this district, a lot of graduates come from schools that are known for graduating successful students. But we cannot overlook that the ISD has to pay people to come and teach. We graduate some great students from Dunbar. A school cannot fail for five years, that is unacceptable. We have to tie up the loose ends. You have to have a known school, people want to come to Dunbar because of the success of its teachers. They want to come to Dunbar. They come for sports, but you have to have a successful program and it has to be consistent. We applaud you all coming in because we need a drastic change in FW ISD.

Stakeholder – Former Dunbar Principal – First of all, I believe in the whole child, the whole child, not just the academics. I want the child first to feel good about themselves. It starts from the top. If I am in charge and I have people working under me, I want them to have a sense of belonging. The bottom line is that they must feel good about themselves and they must hear it on a daily basis and that is one of the things i feel, i have former students here that you have heard. I was out and about, I was working with the teachers. In the 12 years I was here you have teachers, entrepreneurs, lawyers from Dunbar HS. I would show them the data. They need to know that. It is across the board from top to bottom. I was in the classrooms, when I was in the classroom, if there was something good going on in that classroom. We had a motto: "In class, with class." IN class, there to get something out of it. With class, we had our shirttails tucked in – we had sophisticated ladies, well dressed young men. They had a sense of belonging. When I arrived at Dunbar, our math scores were 36%, reading and writing were about 60%. I had the data on the board. The classes started competing against each other. Guess what, when i left dunbar our scores were at or above 90% in all categories except one and it was at 89.6%. We had success. We raised over \$100K for raising TAAS test schools. Our kids can read. When I became principal for Texas, I was given some money and we started a reading program for the kids in 9th

grade who were below reading level. I made the kids and parents come. I rode my bike up and down the neighborhood. It is about keeping these kids involved. I was here. I knew what the future was for them. I could see it and I told them about it daily. We care. That's what kids need to know. We had good readers. We had anything – we got grants. We had children who lived in Stop 6 and had a program that took them all over the city to shadow. It starts from the top, from the person making everyone else feel good.

My question is, if you are coming into this community with the board of managers. As an institution or as a body that is pushing out regulations, why would you not come in with answers to these questions already.

Stakeholder - I would say, for me, it is a few things, one, FW is, when we say diverse, you can literally go up the street to poly and it will be a different type of community. My fear is I don't want cookie cutter education. The needs of this school will not be the needs at paschal or eastern hills. The needs of students are what are equitable for them. All of the input that we are providing, will it really be used? Since our tax dollars are paying for it. What does it look like for us. In this community, I don't want the needs of this community to go across the district. A lot of us have been coming to meeting and stuff before. We don't want the same old song and dance. I don't want it to be fruitless act of show. Are we going to see our feedback used. Everybody's school and pyramid are not the same. Every school should have their own meeting and, for me, 5:30 is a terrible time for working moms like me. Nobody listens to what they need for their kids. As we stand here today, is the information we provide actually going to be used.

Stakeholder – Class of 74 OD Wyatt HS – My question is what type of marketing strategies or messages are the board using to get better community communication and involvement with the board?

Stakeholder - For me, a successful graduate is a student who has been employable since they were in the 10th grade. If our kids in this neighborhood are not employable in the 10th grade, then they start to linger. Our students in this neighborhood need to be able to be employable from 10th - 12th. Someone who has the option to choose from college, career, and military is a successful graduate.

Stakeholder - I have been at every meeting. Same message has been said loud and clear. Every community has different visions and values and there should be separate guardrails set for each community. If not, then they are not listening to us.

3. What are the most important values of this community that the Superintendent must honor – regardless of pressure or politics – in accomplishing the work of the district? What are your non-negotiables?

Stakeholder - Equity, that you invest and continue to invest in underrepresented and underserved community. That you keep the voice of the community, listen to them before making decisions. Respect families.

Stakeholder - The first three questions ask about students. The 4th one asks about the superintendent. I think that is important. I want to thank these people for taking time to listen. I have been begging the council members to come out and take questions. I know there are negatives, but I think this is a very good start and should be embraced.

Stakeholder - I am grateful to see this question on here. Some of the non-negotiables: 1) Respect – for the community, for the people, and for the children, 2) we hear the word transparency all the time, we need to break it down, they need to be able to see what is happening, there is a plan, what is it, need to be able to see it, 3) equity – we need to think in terms of equity and equal opportunity as well, they are two different terms—what is needed in this community is different than what is needed in other areas. Think of what is needed in each area. Celebrating the scores recently was disheartening because you did not hear about how the scores of african americans were going down. Also, how can you celebrate what you did not create. That was from people before you. Truth, being truthful about what it. When we talk about being equal, we can say equal, but with the disparate treatment that has occurred, how can you say we want to be equal. Let your walk represent your talk. When I think in terms of the calls we get with some of the leadership that was in place, the disrespect. If you cannot show respect and actions of caring, how can you expect that from others. You want people to come to work because they want to be hear. They have a job to do. Take away the fears. When you see the celebrating, how ridiculous is that with the african american scores going down. When I look at L. Clifford Davis elementary school – a pillar of the african american community – closing that school without listening to the community. –Pete noted that L. Clifford Davis is not closed, but the speaker noted the changes that have taken place with the school.

Stakeholder - I have been waiting for this question. I kept coming up with the title “When they See Us.” I remember back to the spaghetti suppers out west and not being seen. In this political climate, there is no trust. I appreciate you all showing up, but we still need to see evidence that you are taking our feedback and using it. We have always had to make miracles out of nothing over here. Being collaborated with – i have observed from afar – especially with you all as board of managers, connection to our communities is important b/c you are asking us to trust. Be present in our communities. Listen with the intent to implement. The process is not trusted. You all will have to earn trust, build trust with the community. YOu all will have to make sure the superintendent understands that the way he has been leading is very offputting and does not

reflect the wants and needs of the community. It is about you all earning our trust. When you reflect on how you see us. It should be I feel seen, I feel heard, I feel valued. The investment should have been made a long time ago. Make sure that equitably speaking you see and attend to the needs and the whole thing is transparent. Unless we all rise it is not a celebration. There again, it is how you see us.

Stakeholder - You say he will be listening and taking questions, but he came in with an ax. I had teachers at every school texting me “their here, their here” – that’s no way to come into the community. Ax, ax, ax. These sessions should have been done the minute that you all were appointed and he was hired. It seems like he is a puppet for the commissioner and the commissioner is a puppet for the governor. I don’t want to say it, but they don’t care about us. They care about FW and FWISD just happened to be one of the pawns in the mix. So let’s do something to make FW look good because HEB, Arlington, Mansfield, all the business is going there. So someone in the big new building downtown, it's all about the dollar, so you all are feeding us this and we hope to continue this dialogue. It is June 30th, we should have one every three months, so you can hear our accolades and our qualms. Same for other places. Benbrook gets what they want all the time. We have to scream a little louder.

Stakeholder - It is very telling how much talent we have lost. How many principals we have popping up in different districts. It is alarming.

Stakeholder – There are 4 values I want to break down that Peter is not showing in what he is doing. 1) Safe – safety for students, when you treat teachers the way he has, hostile, that is not safe for students. These teachers have helped feed and clothe these students, they have relationships for students. He has run them off. I want a value of safety. Peter is not doing this. Now we have a bunch of new adults coming into our school. The day they permit uncertified teachers, how is that safe for our kids. 2) Just – we have seen through Houston and other takeovers that one of the things they want to do is be punitive, especially to our black and brown students. That is not just. IT is not just to our students b/c you have a scripted lesson and you want them to be like robots in the classroom and then you punish them because they don’t fit into that model. It is also not just to be punitive to teachers for not stickign to the script. I want a value of justice. Peter is not showing that. 3) Equity – there is this myth and illusion that every kid will walk into every class and get the same education. That is not going to happen. Every teacher and student is different. We don’t need cookie cutter scripted lessons, we need talented, experienced educators to serve them in the way they need to be served. Sometimes that means that before teaching a math lesson they make sure the kids have food, making sure the campus has the books and materials. What you have done to eliminate so much top talent so that people are running about does not show equity. Peter has shown he does not have that value. 4) Inclusivity – we are here to serve every student regardless of what you look like or believe. Removing Shayma Alzubi as a principal is not a value of inclusivity. When Ernie Moran is having to be targeted online and talked to in the district because of political pressure, that should

never happen. That is not inclusivity. I want to know that budget at a campus level, not just at the district level. We deserve that level of transparency. You owe us transparency around who you have been chasing out of our district.

Stakeholder – I am an old east-sider and an eastern hills graduate. This vision that we are developing, does it stop with the board and Dr. Licata, or does it go beyond them to Mr. Morath and Mr. Choudry.

Stakeholder - When I hear everyone saying transparency, what I really hope that dr. licata and you are hearing is that we don't just want to know what is happening, we want to be included. We don't just want to see a survey in our email, we want a follow up email. I think this is a very important moment in FW where we are seeing engagement from our parents and our community. With transparency there are all of these communities and collectively, we can say we trust this principal, this faculty member, what is dr. licata and the board doing to hear that feedback. Like someone else mentioned, it is hard for us to trust right now. This is very vulnerable for us. We have kids, I have elementary school students, these are my babies, I want to know that this is not just some man in an office making decisions. All I have is you guys as the board of managers and I want to hold you accountable and want to know that when I send my kids to school the decisions are not just being made by one man.

Stakeholder - Thank you for taking the time to be here, it is difficult to sit and hear the things you hear. It was said by several people in the room, radical transparency, not just transparency. It is hey, we are doing this, it is here is WHY we are doing this. I understand that as board members there are some things you can't share b/c people are going to panic. But we have to have transparency, even when the public may not like what we are doing. Be real, real. Gave example of her AP telling her this is what we are going to do, she didn't like it, but it was fully explained and she accepted it. Explain why. Holding him accountable to you need to be radically transparent with the people, i know you don't want to, i know you don't think it will be in their best interest, but it will help keep down panic over things like special education. What does radical transparency mean to Dr. Licata?

Stakeholder - I appreciate that y'all are here, but why isn't Dr. Licata here if you are saying he is the one who makes all the decisions?

Stakeholder - Who is holding the board of managers accountable? I have emailed all 9 of you twice and only got one single response from Rosa. It seems like right now, you all are putting a lot of systems in place. I would hope that you all will finalize some systems.

Stakeholder - My first value is community engagement. My second non-negotiable is parent engagement. My third non-negotiable, and somebody spoke on this, is collaboration. My fourth is partnership. Collaboration is working with the existing partners/supporters. Partnership is finding new partners to work with. Student voice and choice. Wrap around services – it is

non-negotiable that students at Dunbar get wraparound services. There is too much money obtained by grants using the Dunbar zip cards – it needs to be used for Dunbar students. Inclusivity. Safety – teachers are scared. Physical safety – I have been an employee at this school for the last three years. Physical safety is a concern – about opening doors and things like that, people need to be educated on safety.

Stakeholder - Equity – not equal, equity. When I taught at a school, I had 6 trash cans catching water and I know for a fact that would not happen at Tanglewood. The first little leak, someone would be out there. The money, each campus gets this money, that money – its not equal or equitable. When we give that money and the student outcome isn't what you want it to be then all of a sudden it is the teachers and principals fault. Several of my beautiful African American administrators have been forced out of this district over achievement. Growth matters, you cannot say growth does not matter, it absolutely does. Saying growth doesn't matter is asinine. We have forced those african american and hispanic, a lot of hispanic women, out, in a year or two when the schools get the grades, the schools will be up a letter or two, but we have forced them out and they are over their now in Arlington, HEB, Crowley, everywhere. That little 200-300 that licata is saying is wrong. We are losing value people. They deserve it.

Stakeholder - I also want to add transparency to the list. It seems like there is a hesitancy about full transparency because of what they may look like. We need education about the process and transparency on the process. My understanding or belief is that transparency without that education will not serve the community. My expectation is that the administration should provide that transparency and education on it. My request is that if we have organizations that exist, like leadership ISD, that can break things down so that everyone (student, parent, educator) can see and understand how things work, you all need to do that. Transparency without education will not allow people to understand and be involved.

Stakeholder - Mine is respect. I have been a permanent sub here. I left corporate america and came here to educate and have been stuck at my alma mater for three years. Like my friend Ernie Moran, i am also very vocal on social media. I have made the very hard decision not to return to the district. But I can still be here. What happened that gave me pause, when y'all came on campus, it immediately brought anxiety on the campus. That should not be. I help out with the STAAR test. Our air went out, it was 89 degrees in here. They made those kids take the test. But y'all about student outcomes though. The air didn't come on to the end of the day. They could have retested. Second, when the people come in the room they don't even bother to speak to us, respect. We telling them to do stuff that we are not even modeling. We have a child development center on our campus, they went to a national competition and won. Now they are going to build an office in the child development location – to displace those kids. But this is a national team, just represented FWISD in Eugene, Oregon. We need to see that celebrated. How do you expect people to work under these types of conditions, you can come and do all of these listening

sessions or whatever. So I made the decision to leave so that I can tell the good and bad. I'm here to help. You have to hold the people accountable and be respectful.

They asked when they were touring the building, will they be safe over here. Put that in your notes. We send our students here. Are we going to be safe over here, that was what was asked.

Stakeholder - My most important value for this community is the Dunbar Heritage. The superintendent needs to know and honor it. At one time there were 4 african american HS in FW – Dunbar, IM Terrel, Kirkpatrick, Como. The other 3 are closed. Dunbar needs to thrive. SShould be looked at like Paschall HS. Dunbar needs to be thriving and growing. If we lose DUnbar, then we have no African American heritage-based HS in FW.

4. What are some things that FWISD is doing for our students right now that are working and you want to be sure we KEEP DOING?

Stakeholder – I graduated from Western Hills HS in 2025. One of the things that me and a lot of other graduates were able to do was graduate with 2 degrees – HS and associates. I hope that stays in place – so students can get an associates or college credits. The GO Center has been cut, they are staff members that really help students on navigating college applications, financial aid, etc. a lot of students use it. This needs to stay in place. IF not, what will take its place. The college application process is very overwhelming. Goes back to the successful graduate question, how are we going to support kids after they graduate?

Stakeholder – Students graduating with more than 1 degree – that is working and should be celebrated. But you are making cuts at YMLA, will students be able to continue succeeding when you are taking about the humans that have helped the kids succeed. What will that CCMR and dual credit look like when my 6th grader is in HS? Will he have an engineering program? My junior has valuable skills–will they be there in the future? YMLA had 49 students graduate – all accepted to college.

Stakeholder - What tools did you use to make determinations about cuts? Those services are important, what was used to make those determinations.

The night that they took away our post-secondary specialist, it was a slap, a slap in the face. That night I put together five questions. First you ask, then you ask again, then you plead, then you demand, we did all of those things and you still took away our post-secondary specialist. I fought and am still in my classes, but what will it be like for kids coming up?

Stakeholder - I teach middle school. The GO Center – will it just be for HS? When our students get to HS, they don't even know what CCMR means.

Stakeholder - I'm a parent first, employee second. Two things that are great are the programs of choice and schools of choice. But to see how many of those positions are open right now is a little bit concerning. But that is something that is preparing our kids. It is giving them options. These programs open up their minds to the possibility of doing things that they would not otherwise do. I wish we had more schools of choice at the middle school or even elementary school level. If we are thinking about being innovative, let's be innovative. Also, our visual and performing arts does a great job. We do a lot with very little. Fine arts are very important. They show students gifts that have been placed in them. That is something that these kids need. They don't need tablets. We have given our babies tablets to read in elementary school–the same thing that the parents have given them for entertainment and to shut them up. But now we expect five year olds to differentiate when it is important time on a tablet. As a parent, it is sad in 2026 to say that I had a better education than my kids. I was a well rounded student. I had a fine arts program, social clubs, educational clubs, etc. I took my kids out of FW ISD on the east side and

put them in a charter school. I knew that the ISD could not handle my fine arts kids. I have now put them back in FW ISD and I cringe at what I see – and they are on the westside. I was teaching in the Westside, but my position was being done away with, now I am at Margorie Walton on the east side and the situation is dire.

Stakeholder - Tutorial programs, after school programs, breakfast programs –those worked well and were really needed, also collaborative programs with the parents. I hope these continue.

Stakeholder - From a middle school perspective, the writing program that the district introduced this year I think is working well. But, at the same time, the curriculum needs to be revamped so that the students have time to write, to strengthen that area of weakness. The students need to have time to do the writing and reading. This is what I see every single day.

Stakeholder - Our campuses with programs of choice are doing amazing things, YMLA, YWLA, and more. Right now, it is the community's understanding that Choudry is directing every campus, regardless of whether it is a school of choice, to double block. There is not enough time in the day and will destroy these programs. We will be losing the best and brightest of what we have been able to create as a district and a community. This is something that we should be looking to expand, grow and support, yet this superintendent and Choudry are going to tear it apart. You already have leaders of these schools looking for a way out. Mohammed has zero interest in hearing that. Continued evidence that this hostile takeover of FWISD is about dismantling public education and y'all's solution is public private partnerships so that some rich people can make money off of it. Listen to the educators and administrators at the schools of choice. I want clear communication.

5. When you think about how FWISD is educating our students, is there anything that you think is not working and that we should STOP DOING?

Stakeholder - The young woman over here mentioned that we need to stop putting ipads and screens in front of our students. My sister comes back every single day and says all they did all day was staring at a screen. All we are doing is cycling through a bunch of different platforms that don't work—because we just keep cycling through them. With screens and double-blocking, students like my sister are bored out of their mind. Kids are not where they need to be because they are spending so much time on the screens.

Stakeholder - I am a FW ISD parent and Dunbar teacher coach. We had a program called Achieve 3000, we spent about a year and a half with it and then stopped, wasted money. We are wasting money and paying people too much money. The superintendent is being paid too much money, but my kids' dyslexia specialist may be removed. We are wasting money by not following through with programs to see if they work.

Stakeholder - I am agreeing with I-Pads. I have babies. The amounts that they are on screens. It is a shame that i have done my best at home to teach them to interact with humans but they get to school and their teacher cannot teach them b/c they have to be on a screen. There is no need for them to have I-Pad time at school. I serve on the PTA. The last several months of the school year were hard. My 8 year old could tell that her teacher—a great teacher—was stressed. She was out of her mind scared about people coming into the school unannounced and nitpicking. I want to see that changed the most. Teachers should not be in fear of going into school over getting in trouble of small things. They are good people. They are the ones going home and getting on anxiety medications and not having anything left to give to families. My kids deserve better.

Stakeholder - The way they have set up our classrooms. One of her students said it was like juvenile school. Taking away collaborative learning. That student has since transferred to Crowley. We have kids who cannot write their names, but they are pecking away at I-Pads and the teachers get in trouble if the kids are not on the i-pad for long enough. We need to figure out K-3, we cannot start mitigating in 3rd grade. We need to look at what we are doing in early literacy. Let the teachers teach. Dont give them rules and regs about logging 45 minutes on an i-pad. I tutor a little girl who cannot read, but she enjoyed being pulled out because she was getting human contact, time away from the I-Pad. We need to do a better job of the pedagogy of education. Less scripted. The kids are calling it juvi-school. I hope you all have listening sessions in the schools. The kids are talking and they are passing judgment and are having their parents make decisions based on their experience. PLease push for a student experience constraint. There are things that us as adults will never catch. Student voices matter.

Stakeholder - We used to get on the school bus and hear from the students. Cut. The I-Pads, they have to provide their own headphones. But my grandson's got destroyed. PTA, demand that every school have a PTA. Bring those wraparound service back – Girls Inc., Boys and Girls Club, etc. Bring those services back. See if we can bring those partnerships back.

Stakeholder - Laptops and computers – one reason why I retired. Those that cannot read, the computer cannot teach them how to read. You need a human being to teach them. Students are not going to re-read—especially on a screen.

Stakeholder - I have heard here and other places that the way the curriculum and curriculum is evolving with screens and scripts, the community is not happy. Is that something that can be changed, or is it too late?

Stakeholder – AP at Dunbar – Product of FW ISD – Has worked at multiple schools in the district. The one thing that has been clear from this meeting is that we need consistency through the district. When I transfer from a school on one side of the district to the other and see the discrepancy of services being offered, that is a problem. When I think about the training that the APs and other admins went to this summer was the best training I have received since I have been here. I know that on the back side there are a lot of things that are happening, but i understand your need for transparency because you don't know what is going on. We have to stop making things the same for all of our schools. They talk to us as leaders about differentiation. Do what is right. For our leaders, would you send your kids to these schools for them to be the best and brightest in the nation. If you have second thoughts about that, you have responsibilities to put the systems in place to make the changes necessary. We need more parents in our schools. For our retired people, come back and read to our kids. They cannot vote if they can't read. I will give my AP a shoutout, we worked very hard last year and our scores grew. Tell us when we are doing something good. Also, when the administration came into the building, they were spoken to and didn't even say hi. If we are providing issues, we need to provide solutions.

Stakeholder - One, definitely i-pads, I know that y'all think all Gen Z parents are about phones or I-pads, but if y'all had a mom like my mom, you are doing something outside or cleaning the house. Also, the seating in the classroom. I spoke about that at a board meeting, like Easy E said, it went in one ear and out the other. Stop allowing outside political groups to dictate who runs your schools. Shayma Alzubi situation proved that the district will throw its non-white leaders under the bus to avoid the political heat.

Stakeholder - Curriculum – What we should do instead of Bluebonnet Curriculum that doesn't work, we should be doing more vertical alignment. We need to have more biology teachers like the biology teachers who had the highest growth rate. Have math teachers spend time with each other. When Licata spent extra money on tech to have for day 1, he did not listen to the educators. The educators do not want tech. They are moving away from it. Stop overtesting our students and let me teach my students. Same for overdisciplining our students. STop leadership style of fear and intimidation. Stop asking the ISD to solve FW problems. Until the City gets their shit together things won't work. The ISD should not be the tip of the spear for city problems.

Stakeholder - Make the communications more open and accessible for community members who are Spanish speaking. Our Spanish parents and community members have very great

things to contribute, but do not feel comfortable coming to share. More inclusivity. Let them know that they are welcome. Talking about education can be scary.

Stakeholder - A fast-paced curriculum is not working for our students. They do not have time to process. I told my principal that I am a paper and pencil teacher. I do not use tech unless it is absolutely needed. Removing tech (only used it after they finished their paper and pencil lesson). If students missed a day, it was hard for them to catch up b/c of the pace of the curriculum—and I taught honors students.

Stakeholder - Something that I have to share, and I have made all of the meetings, i think this goes to the community, the public, the board of managers, everyone. We have to stop believing that the majority of the teachers are the problem. We have APs, some that are still here, and the community blaming the teachers. This is not a teacher problem. I just told you 12 years ago that I had kids reading on level. I didn't follow the scripted lessons last year, but the teachers next year will not have a choice. We are hurting our children with this curriculum. I met with Mr. Kushner and explained to him that before he got here the district has left 200 + teachers every year and this year we have lost many more than that. There are not enough graduates to replace me, to replace us, you have to stop blaming teachers or everyone in the room will be teaching.

Stakeholder -Just from what I hear is being implemented in the schools, it is similar to other districts. I taught at one of those schools for 6 months. I understand having to implement something on a mass scale, but I know that when I remove options and choices from my students, I get so much more pushback. I bucked the system, because we are teachers, that is what we do, we get creative. I encourage you to include some structured flexibility into the curriculum. I know there has to be structure, you have to have it. But there must be some flexibility. I know that my students who were struggling needed that choice. If I don't have any options, now I am stomping my foot in the ground and saying no. That outcome. The lack of flexibility is causing the mass exodus. If you could tell the teachers that there will be some structured flexibility, they will be interested and still feel valued and understood. They know that their expertise is not being undermined by a system that is not working.

Stakeholder - In a nutshell, the state took over because certain schools were failing—one. So when you come in you only need to fix or mess with the schools that were not performing. Don't mess with the schools that were performing. But you are coming in with a cookie cutter approach for all schools. We just needed y'all to come in and fix the schools that weren't working and then y'all can go back to your lives and we can go back to voting for the people who should be leading.

Stakeholder - Get data on literacy on more than one data point – the STAAR test.

Stakeholder - At YMLA, we had it on and popping, but the seating change, we have a saying that "I am my brother's keeper"—now we are only the keep of one or our brothers with the seating change. Why do we have to be brought down as part of this process.

Stakeholder - We need differentiated teaching and scaffolding. That is what you need your teachers to do. Yes, 60% of kids are not reading on grade level. Change is hard. But you cannot take the 60% and blanket it across the district. That may not be true at YMLA, YWLA, Dunbar, etc. What are we doing for the percentages at each school. We need to look at each school individually. Each school is a community. The schools that feed up, they are all part of the same community. We need to be in our elementary schools. We need tech out of elementary school altogether. Kids should be reading physical books. Kids that cannot read are texting, using AI and speak to text, not learning to read.